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ABSTRACT

Agricultural education in Japan is treated in this study with special emphasis given to the relationship between agricultural education and the general system of education in view of the trend in many countries to develop closer links between them. The contents are divided into four main sections: (1) The scope and structure of agricultural education and training; (2) agricultural education at three school levels (first level, elementary; second level, secondary; third level, junior colleges, 4-year colleges, and graduate schools); (3) agricultural training within social education, and (4) farmers' training within agricultural extension services, including course outlines from training institutes especially established for the purpose of agricultural education. The study concludes with three pages of agricultural education terms (keyed to page numbers in the text) listed in both English and Japanese. (BL)

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Elements of the structure and terminology of agricultural education in Japan

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

The need to place greater emphasis on the development and utilization of human resources as a key factor for economic and social advance is of particular urgency in relation to the rural populations of the world, above all in developing countries. Improvements in the quantitative level and the qualitative standards of education are essential, not only to provide the basis for more rapid technical advances in agricultural production and productivity, but also to ensure that educational obstacles to the well-being and future progress of rural people the world over are removed.

The World Conference on Agricultural Education and Training, held in 1970 in Copenhagen, and sponsored jointly by FAO, ILO and Unesco, stressed the need for more information and study in relation to the problems of education and rural development, as well as for studies on existing structures of agricultural education.

In 1971, Unesco published a comparative regional survey of agricultural education in Asia, which will be followed by similar studies for other regions of the world. At the same time, in order to provide Member States with more detailed information, a series of country studies is being undertaken to facilitate comparisons of structures and terminology. The series will also include studies on general and specialized aspects of education in relation to rural development. Responsibility for these studies is being entrusted to National Commissions for Unesco, working groups of scholars, and consultants.

The present study, devoted to agricultural education in Japan, gives special weight to the relationship between agricultural education and the general system of education in view of the trend in many countries to develop closer links between them, as discussed in the Unesco study entitled *Agriculture and General Education* (Educational Studies and Documents, No. 2, Unesco, 1971). It describes pedagogical approaches to the training of educators for rural development as well as teachers of agricultural sciences and technologies. It is primarily addressed to educational planners, administrators and supervisors of agricultural education, educators and teachers.

The study has been prepared by the Japanese National Commission for Unesco and Unesco wishes to thank the National Commission for having undertaken the considerable work involved in its preparation.

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Introduction

The scope of agricultural education and training and the responsible authorities

SCOPE

Agricultural education in Japan covers not only farm crop production and livestock raising but also forestry, veterinary science, agricultural civil engineering and processing of farm products. Fishery was also included in agricultural education at lower secondary level until 1901. Even though a few university faculties of agriculture still offer a fishery course it will not be included in this report since the focus is on agricultural education in an international sense.

RESPONSIBLE AUTHORITIES

Agricultural education within the school system and agricultural training within the framework of the social education programme come under the jurisdiction of the Ministry of Education, while farmers' training (*Nomin-kyoiku*) of various types is under the jurisdiction of the Ministry of Agriculture and Forestry.

Historically, the systems of agricultural education and training were originated and built up by the Ministry of the Interior in the 1870s as part of the policy for promoting agricultural development. However, responsibility for agricultural education within the school system was transferred to the Ministry of Education in 1883. Such education is thus an integral part of the over-all school education system.

On the other hand, farmers' training programmes in the pre-war and post-war periods have been continuously carried out by the ministries responsible for agricultural development (e.g. Ministry of Agriculture and Commerce, Ministry of Agriculture and Forestry, etc.).

Structure of agricultural education and training

PRE-WAR STRUCTURE

Agricultural school education

The modern system of school education in Japan was founded in 1872, five years after the Meiji Restoration. For some decades, the emphasis was on the promotion of elementary education (four years compulsory and four years optional) in

TABLE 1. Duration of compulsory education and school enrolment ratio

School year	Compulsory education (years)	Percentage of relevant population enrolled		
		Total	Boys	Girls
Meiji 6 (1872)	–	28.1	39.9	15.1
Meiji 19 (1886)	4	46.3	62.0	29.0
Meiji 26 (1893)	4	58.7	74.8	40.6
Meiji 33 (1900)	4	81.5	90.6	71.7
Meiji 40 (1907)	6	97.4	98.5	96.1
Taisho 9 (1920)	6	99.0	99.2	98.8
Showa 15 (1940)	6	99.6	99.6	99.7
Showa 22 (1947)	9	99.8	99.6	99.9

order to encourage literacy as fast as possible, and this policy succeeded in bringing up the school enrolment ratio from 28 per cent in 1872 to more than 97 per cent in 1907, as shown in the Table 1.

In the field of agricultural education, higher agricultural institutions were set up first, and two such schools were established in Tokyo and Sapporo in the 1870s. These schools played a vital role in producing a number of key agriculturists of the highest calibre as well as laying a foundation for the development of agricultural science. (Both schools were later upgraded to university-level institutions and integrated with the Tokyo Imperial University and Hokkaido Imperial University respectively.)

A number of attempts were made in the 1870s and 1880s to set up secondary schools of agriculture in various parts of the country but a real secondary system of this kind was not established until the 1890s.

In 1893, the government succeeded in establishing a supplementary vocational education system at post-elementary level to provide three years' supplementary training on general subjects as well as vocational agricultural subjects. Since the system and programmes were very flexible and well adapted to the needs of rural youth at that time, the number of such schools and the enrolment figures increased very rapidly.

Six years later, in 1889, the formal system of agricultural (secondary) education was inaugurated under the Regulation for Agricultural Schools. This regulation provided for two types of agricultural (secondary) schools:

The A-type (*Kooshu*) school, to produce junior-level agriculturists and technicians through a three-year programme for those having completed eight years' elementary education (four years compulsory and four years optional).

The B-type (*Otsushu*) school, to train future farmers through a three-year programme for those having completed four years' compulsory elementary education.

In the same year, an agricultural teacher-training centre was created in Tokyo to provide one year's training for those having completed a total of eleven years' basic education (six years of elementary and five years middle-school education) and wishing to take up the teaching of agriculture as a profession.

In 1902 the Ordinance for Higher Technical Schools established a higher agricultural technical school system midway between university level and secondary level to train agricultural leaders and technicians at sub-professional

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TABLE 2. Development of agricultural education (1895–1947)

Year	University faculties of agriculture	Agricultural higher technical schools	Agricultural upper secondary schools		Enrolment in agricultural supplementary schools
			A	B	
1895	1	—	23		26
1900	1	1	56	—	144
1905	1	3	63	54	2,450
1910	2	4	78	140	4,592
1915	2	7	82	178	6,528
1920	2	7	96	217	10,591
1925	4	12	170	155	12,043
1930	5	12	232	103	12,360
1935	5	14	249	112	—
1940	5	16	292	110	—
1945	6	36	431	—	—
1947	6	40	461	—	—

level. Graduates were expected to work primarily in prefectural offices and institutions throughout the country.

Thus an over-all agricultural education from post-elementary to university level was completed by the beginning of the twentieth century and remained in place until the educational reforms of 1947. The development of agricultural education in the pre-war period is shown in Table 2.

Agricultural training within social education

Social education in Japan includes all kinds of out-of-school activities under the auspices of the Ministry of Education. The first action by the government in respect of social education was to establish museums and libraries in the 1870s. In the first few decades following the Meiji Restoration, however, the scope and contribution of social education were somewhat limited. After 1900, programmes and activities were expanded and strengthened with the strong support of the national government.

These programmes and activities, especially those concerned with agriculture, are outlined below.

*Agricultural supplementary school system (*Nogyo-hoshu-gakko*) 1893–1934.* This system was originated in 1893 as part of the social education system but was only incorporated in school education in 1898 where it remained until 1928. Since it was part of school education for much longer than it was part of social education, it will be more appropriate to deal with it under the former heading.

*Youth training centres (*Seinen-Kunrensho*) 1926–34.* After the First World War, a series of economic crises caused depression and, particularly among the younger generation, frustration and demoralization. One of the measures designed to restore morale and discipline was the establishment in 1926 of a system of youth training centres.

TABLE 3. Youth training in social education (1895–1947)

Year	Agric. Supplementary Schools		Youth Training Centres		Youth Schools	
	Number	Enrolment	Number	Enrolment	Number	Enrolment
1895	26	1,417	—	—	—	—
1900	144	—	—	—	—	—
1905	2,450	105,098	—	—	—	—
1910	4,592	171,864	—	—	—	—
1915	6,528	370,066	—	—	—	—
1920	10,591	677,889	—	—	—	—
1925	12,043	784,421	15,588 [1]	891,555 [1]	—	—
1930	12,630	1,016,797	15,617	794,017	—	—
1935	12,391 [2]	970,797	15,795	818,681	17,017	1,964,599
1940	—	—	—	—	18,845	2,619,684
1945	—	—	—	—	12,409	2,606,990
1947	—	—	—	—	10,196	1,289,546

1. Statistics for 1926.
2. Statistics for 1934.

Although the major purpose of this system was to give spiritual as well as physical training for a period of four years to young people over 16 years of age, the curriculum also included general education and vocational subjects, in addition to subjects pertaining to discipline and military training.

*Youth School (*Seinen-gakko*) 1935–47.* In order to integrate vocational supplementary schools and youth training centres, a new system—the youth school—was established in 1935. This school provided two courses, a junior course of two years for those having completed primary school, and a senior course of five years for those having completed the junior course or post-primary school. There was also an advanced course of one year for those wishing to continue to study in this type of school. Although the system was made compulsory in 1939, its actual implementation was obstructed by many problems which arose due to the conditions prevailing after 1941.

*Adult education courses (*Seijin-kyoiku-kosu*).* Around 1921, courses for adults were started in many communities as part of social education. When they were conducted in rural communities, many aspects of agriculture were included.

*Youth association (*Seinen-dan*).* This organization originated from the *Wakashu-gumi* (youth group in rural areas) in Edo Eras, and was reactivated in various parts of Japan in the late 1870s. Its three main objectives were to disseminate knowledge, to raise ethical standards and to improve agriculture. From around 1905, the organization began to expand with strong support from the central government and, finally, achieved a national dimension. In 1928, the number of local associations for boys had reached 15,000 and for girls 13,000 with a membership of 2.53 million and 1.51 million respectively. These organizations continued to function until the end of the Second World War.

*Agricultural guidance service (*Nogyo-shido-jigyo*)*

The agricultural guidance service (a forerunner of agricultural extension in the post-war period) was not systematic in the first few decades after the Meiji Restoration. However, during this period various types of extension activities such as agricultural fairs, farmers' conferences and short agricultural courses were provided under the direct sponsorship of, or with financial aid from, the central and prefectural governments.

The farmers' conferences, both officially and privately supported, gradually came to form the core of a nation-wide system of agricultural groups. Various kinds of short courses, under the direction of experts and experienced farmers, were systematized by the government through the appointment of full-time itinerant instructors. Technical information and support were provided by the agricultural experimental station network when this was set up in 1893.

The agricultural groups steadily extended their activities, and in 1898 there were 42 at the prefectural level, more than 500 at county level, and more than 8,000 at village level. Their status was regularized by the Law on Agricultural Groups in 1899.

In 1910, this law was revised and the network of agricultural groups throughout the nation was completed. Under the revised law, each farmer was required to belong to a village (town) group, each village (town) group to belong to a county group, each county group to belong to a prefectural group, and each prefectural group to belong to the Imperial Agricultural Society.

The number of technicians employed in the network of agricultural groups for various types of guidance work increased from 5,179 in 1910 to 10,217 in 1921 and to 14,050 in 1935.

POST-WAR STRUCTURE

Agricultural education in Japan in the post-war period can be divided into three main categories: school education in agriculture, agricultural training within the framework of social education and farmers' training within the framework of the agricultural extension service.

Agricultural school education

In the post-war period, with the promulgation of the new Japanese constitution, the fundamental Education Law (*Kyoiku-kihon-ho*) was enacted in 1947. This law, in accordance with the spirit of the new constitution, aimed at clarifying the objectives and principles of democratic education (equal opportunity in education, co-education, etc.), and thus established the foundation of post-war education. It was followed by a series of educational statutes, such as the School Education Law, the Social Education Law, and laws related to educational administration, educational personnel, educational finance, etc.

The School Education Law, in particular, deals with the organization and management of the new school system (the so-called 6–3–3–4 system). This system provides for six years' general education at elementary school (*Sho-gakko*), three years' general education at junior secondary school (*Chu-gakko*), three years' general or vocational secondary education at upper secondary school

(*Koto-gakko*), and four years' higher education at a university-level institution (*Daigaku*).

Two-year junior colleges (*Tanki Daigaku*), so-called miscellaneous schools (*Kakushu-gakko*, which provide less formal education involving various skills for students over 15 years of age), special schools for the handicapped, and kindergartens were also developed under the School Education Law. In 1960, the technical college system, offering a five-year course for graduates from lower secondary school, was set up to meet urgent needs arising from industrial expansion. However, this system was developed exclusively in the technical fields of engineering.

The number of these institutions and the teacher and student enrolments are shown in Table 4.

At present, specialized agricultural education is provided at three levels: upper secondary, junior college and university level. A limited time is, however, devoted to agricultural instruction in the lower school curriculum. This is an elective subject with practical application in lower secondary schools in rural areas.

The development of agricultural school education in the post-war period is shown in Table 5.

TABLE 4. Number of institutions and teachers and enrolment by school level (as of 1 May 1972)

Institution	Number of institutions	Number of teachers	Enrolment
Kindergartens	11,564	72,797	1,842,458
Elementary schools	24,325	381,591	9,696,133
Lower secondary schools	10,686	225,836	4,688,444
Upper secondary schools	4,810	207,204	4,154,647
Special education schools	459	14,316	54,508
Technical colleges	63	3,513	47,853
Junior colleges	491	14,677	287,974
Universities	398	80,959	1,529,163
Miscellaneous schools	8,045	47,266	1,263,772

TABLE 5. Development of agricultural school education in the post-war period

Year	Number of schools			Enrolment		
	Upper secondary schools	Junior colleges	Universities	Upper secondary schools	Junior colleges	Universities
1945	398		6	177,455	14,095	3,163
1950	632	34	38	179,382	3,848	13,065
1955	677	16	49	201,475	1,335	25,800
1960	830	11	52	215,630	1,353	28,040
1965	770 [1]	10	48	264,209	1,910	36,721
1970	679	14	50	222,737	3,503	49,853

1. Figures for 1966.
Source: Based on statistics of the Ministry of Education and the Ministry of Agriculture and Forestry.

The administration and structure of agricultural education in the post-war period are shown in Figures 1 and 2 (see overleaf).

Agricultural training under the social education law

After the Second World War, social education in Japan was modernized under the Social Education Law of 1949 and several other related laws. Social education in the post-war period has been characterized by:

1. The fact that it is peace oriented rather than military oriented.
2. Decentralization of administrative power to encourage local leadership and self-initiated activities among local people.
3. Systematization and implementation of over-all social education systems and activities through a series of laws and regulations making the employment of social education officers compulsory for each town or village, and establishing a National Training Institute for Social Education.
4. Encouragement for the setting up of citizens' meeting halls in each community as centres for educational, social and recreational activities and the promotion of such facilities as youth clubs, boys' clubs, student clubs, community libraries, etc.
5. The provision of courses and classes for all age groups, including the elderly and the very young, in line with the concept of lifelong education.
6. The introduction of correspondence and school extension courses in upper secondary schools and universities.
7. Encouragement for the development of volunteer organizations such as youth associations, women's societies, etc.
8. Adoption of policies for art and culture, for the protection of cultural property, and for Unesco association movements.

Most of the above-mentioned activities are to some extent relevant to agriculture and rural populations, although the agricultural element is most pronounced in youth classes of various types, adult classes in each community, volunteer organizations of youth and women and correspondence courses.

Tables 6 and 7 outline current social education activities and establishments.

TABLE 6. Types of activity and number of classes in social education (1970)

Type of activity	Number of classes and courses	Type of activity	Number of classes and courses
Youth classes	5,528	Classes for the elderly	4,482
Women's classes	7,623	Others	4,622
Classes for home education [1]	4,588	Correspondence courses [2]	160

1. This is designed to teach parents how to bring up their children with due attention to moral standards, hygiene, etc.
2. Number of correspondence courses as of 1971.

TABLE 7. Social education facilities and staff

Facilities	Number of facilities	Staff [1]	Facilities	Number of facilities	Staff [1]
Citizen's meeting halls	14,375	8,930	Youth clubs	265	1,195
Libraries	917	5,837	Children's cultural centres	32	238
Museums	345	4,209			

1. Full-time staff only.
Source: Ministry of Education, *Investigation Report on Social Education.*

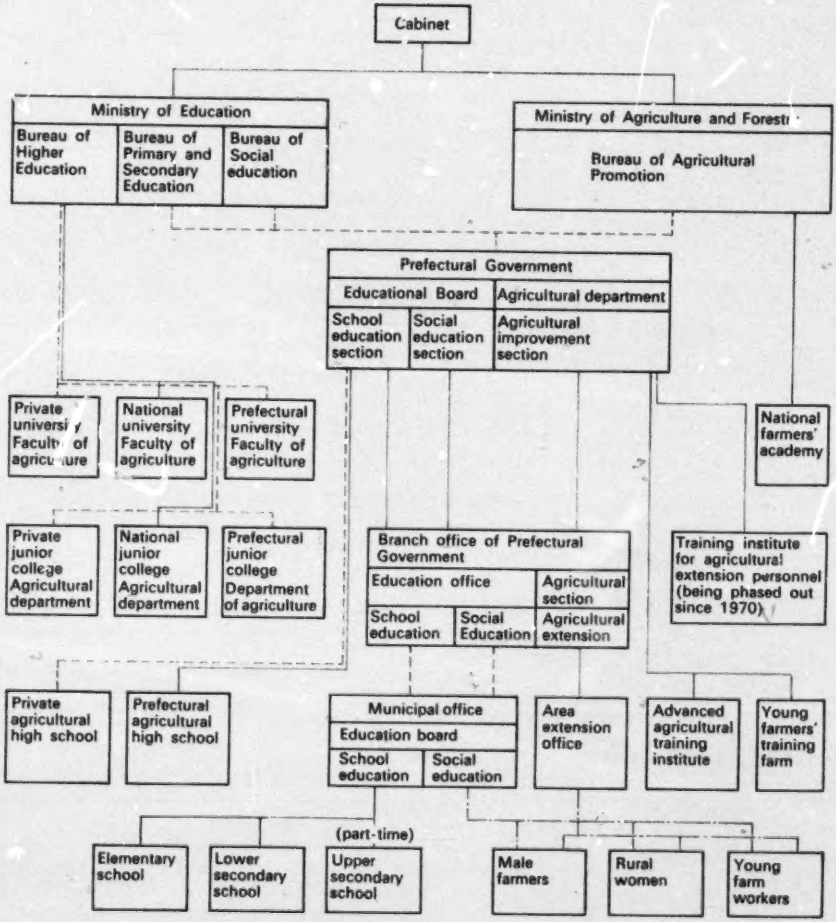

FIG. 1. Central and local administration of agricultural education and farmers' trainin.

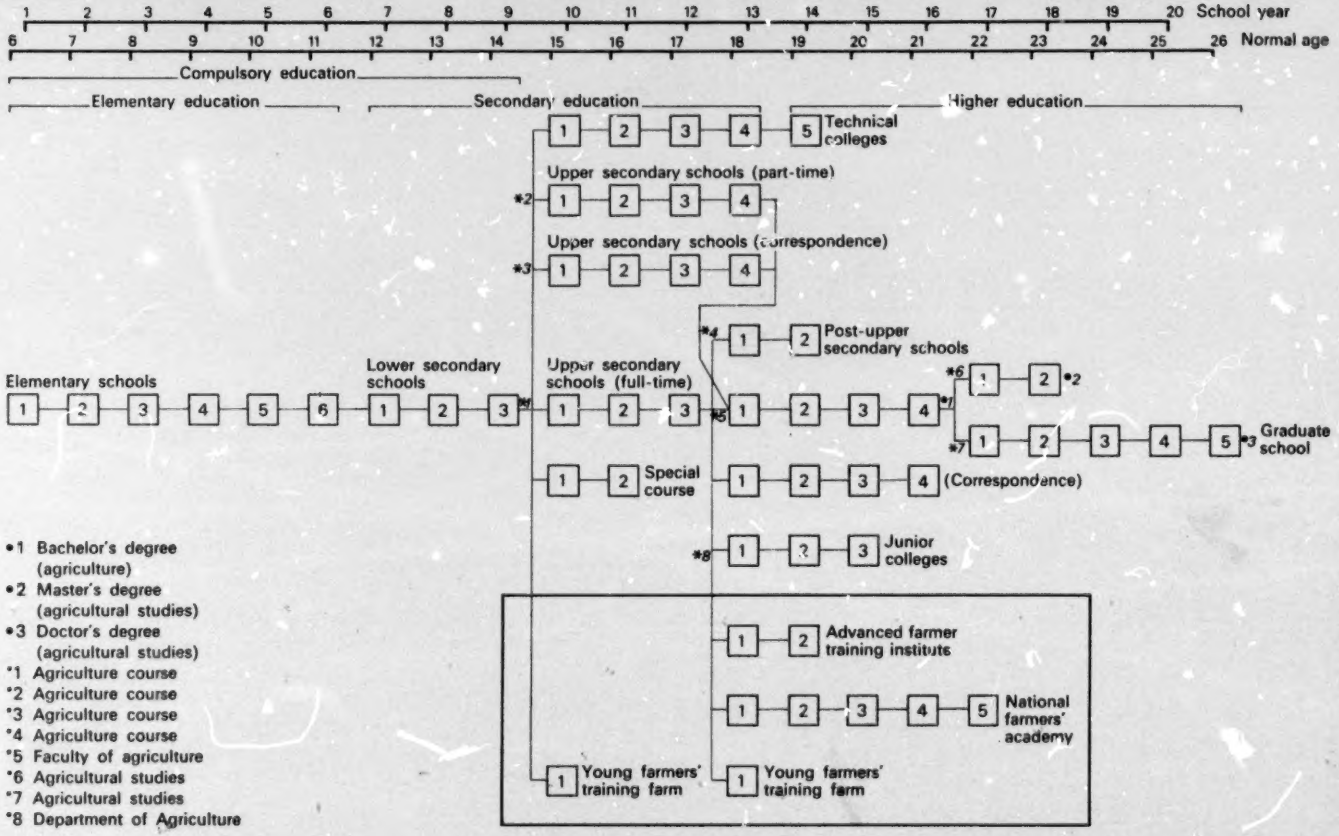
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 School year
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 Normal age
Compulsory education
Elementary education
Secondary education
Higher education
Technical colleges
Upper secondary schools (part-time)
Upper secondary schools (correspondence)
Post-upper secondary schools
Elementary schools
Lower secondary schools
Upper secondary schools (full-time)
Graduate school
Special course
(Correspondence)
Junior colleges
Advanced farmer training institute
National farmers' academy
Young farmers' training farm
Young farmers' training farm
•1 Bachelor's degree (agriculture)
•2 Master's degree (agricultural studies)
•3 Doctor's degree (agricultural studies)
*1 Agriculture course
*2 Agriculture course
*3 Agriculture course
*4 Agriculture course
*5 Faculty of agriculture
*6 Agricultural studies
*7 Agricultural studies
*8 Department of Agriculture

FIG. 2. Structure of agricultural education and farmers' training (1973).

Farmers' training within agricultural extension services

After the Second World War, three major agricultural policies were adopted by the Government of Japan with a view to modernizing agriculture and democratizing rural life. The first was a policy of land reform aimed at redistributing the land of absentee owners to tenants. The second was a policy to encourage farmers to take the initiative in organizing co-operatives. The third was a policy intended to modernize guidance work for the improvement of agriculture and rural life. These policies were the subject of specific laws and were supported by public funds.

In the case of agriculture guidance work, the relevant law—Law for the Improvement and Promotion of Agriculture, enacted in 1948—introduced a number of new philosophies and approaches governing the extension service.

The following are the major extension service developments during the post-war period:

1. A modern philosophy designed 'to help farmers help themselves' was adopted and given practical application in every aspect of extension activities.
2. Programmes in home management and for young farm workers were added together with conventional programmes for adult farmers only.
3. In order to carry out these programmes, more than 10,000 agricultural advisers (10,317 in 1973) and 2,200 home economics advisers (2,213 in 1973) were posted throughout Japan.
4. A system of extension specialists to supply the latest information to local extension advisers was also created. Currently there are 775 agricultural specialists and 248 home improvement specialists functioning throughout the nation.
5. Emphasis was initially on the establishment of local extension offices (*Fukyu-sho*) in every town and village but consolidation and qualitative improvement of these offices have recently been given priority (there are at present 635 extension offices).
6. A nation-wide examination system for extension personnel (advisers and specialists), recruitment procedures, and in-service training systems were established.

The programmes for farmers' training, however, represent the activity most relevant to this report. The new extension system provides for two such programmes. One is the so-called institutional training programme which offers semi-formal training in established institutions. In order to implement this programme, three types of institutions—the young farmers' training farm, the advanced agricultural training institute, and the national farmers' academy—have been established since 1948.

The other type of training programme for farmers is informal and encourages adult farmers and rural youth to organize study groups and carry out their home projects and group activities, by arranging various course of short duration, organized field tours, visits to individual farms, etc.

Agricultural school education

Agricultural education at the first level

'Agriculture' was included as a subject in the elementary school curriculum (1st–4th grade) until 1885, in the upper elementary curriculum (5th–8th grade) until 1890 and in the post-elementary curriculum (7th–8th grade) until 1947. It is no longer included in any elementary-level curriculum and all matters related to agriculture and rural communities are now taught in lessons devoted to 'social studies', 'science' and 'home-making'.

AIMS AND CHARACTERISTICS OF ELEMENTARY EDUCATION

Elementary education aims at giving children a general education adapted to the stage of mental and physical development. This education is compulsory for all children who have reached the age of 6 and lasts for six years. The enrolment rate in elementary schools reached 90 per cent at the beginning of the century and is now 99.9 per cent. At this level, no fees are charged and all textbooks are supplied free of charge by the government.

SUBJECTS RELATED TO AGRICULTURE

The standards for elementary school curricula are laid down by the Ministry of Education but each school may organize its own curriculum in accordance with the 'course of study' (*Gakushu-shido-yoryo*) prepared by the Ministry of Education in the light of local community conditions and pupils' stage of development and experience. The curriculum consists of general subjects, citizenship subjects, and extra-curricular activities.

The principal subjects directly connected with agriculture are as follows: social studies (agricultural workers and their way of life), science (basic principles of crop and animal science) and home-making (foods, nutrition and food preparation).

Table 8 shows the standard school hours required for each subject and for citizenship training in elementary schools. In addition to these, two or three hours a week are usually allotted to special curricular activities in elementary schools.

TABLE 8. Standard elementary school curriculum [1]

Subject	Grade					
	1st	2nd	3rd	4th	5th	6th
Japanese language	237(7)	315(9)	280(8)	280(8)	245(7)	245(7)
Social studies	68(2)	70(2)	105(3)	140(4)	140(4)	140(4)
Arithmetic	102(3)	140(4)	175(5)	210(6)	210(6)	210(6)
Science	68(2)	70(2)	105(3)	105(3)	140(4)	140(4)
Music	102(3)	70(2)	70(2)	70(2)	70(2)	70(2)
Art and handicraft	102(3)	70(2)	70(2)	70(2)	70(2)	70(2)
Home-making	—	—	—	—	70(2)	70(2)
Physical education	102(3)	105(3)	105(3)	105(3)	105(3)	105(3)
Citizenship training	31(1)	35(1)	35(1)	35(1)	35(1)	35(1)
TOTAL	816(24)	875(25)	947(27)	1,015(29)	1,085(31)	1,085(31)

1. Figures show the total school hours required per year; the figures in parentheses are the average hours required per week. One school hour comprises a classroom lesson of forty to forty-five minutes.

VOCATIONAL SUPPLEMENTARY SCHOOL (1893–1935)

Historical background

As already noted, the elementary school system in Japan was established in 1872. Enrolment increased steadily but in 1890 represented only 65 per cent of the age group in respect of boys and 31 per cent in the case of girls, giving an average of under 50 per cent. In addition there were a number of drop-outs from elementary school and the governmental authorities recognized a definite need for vocational training.

These three factors impelled the government to create the vocational supplementary school system in 1893 under a newly enacted regulation.

Objectives and characteristics

The aim of this school system was clearly indicated in the regulation which stated that the vocational supplementary school should provide young people engaged in various occupations with a simple form of general education supplementary to that given at primary school, and simultaneously with the knowledge and skills necessary for their occupations. The duration of studies was fixed at three years and tuition was free in most of the villages and towns concerned.

There were three kinds of vocational supplementary schools: agricultural, technical and commercial. Among these, the agricultural schools were most welcomed by the young people. The total number of such schools in 1910 was 180,000.

Curriculum and instruction

The subjects taught in vocational supplementary schools were citizenship, reading, calligraphy, arithmetic and vocational subjects. In the case of

agricultural supplementary schools, the subjects were 'outlines of agriculture or agronomy, insects, fertilizers, soil, drainage, irrigation, farm tools, livestock, sericulture, forestry, agricultural book-keeping and agricultural surveying'.

The school was free to adapt to the needs of communities in which it was situated: seasonal classes, evening classes or holiday classes. The number of school hours was also very flexible, ranging from four to twenty per week. Teachers were selected from among a wide range of experts, specialists and technicians in the communities.

Results and their evaluation

The agricultural supplementary school seemed to be very successful in many respects. Its success was evident in the sharp increase in the number of schools, from only 26 in the initial year to 4,400 in 1910 and more than 10,000 (678,000 enrolments) in 1920. However, after the First World War, these schools became less valuable as a means of providing training supplementary to elementary education due to an increase in the number of elementary schools. They were still significant, however, as a means of providing vocational training for working youth.

Along with the development of the youth training centre system after 1926, the need to integrate this system with youth centres grew increasingly apparent. Finally, both systems were integrated and became the 'youth school system' under the special ordinance promulgated in 1935.

Agricultural education at the second level

Second-level education in Japan is provided through the lower secondary schools (*Chu-gakko*), upper secondary schools (*Koto-gakko*) and miscellaneous schools (*Kakushu-gakko*). Each of these institutions includes certain elements of agricultural education in its curriculum. The details of agricultural education components will be discussed later under each section.

AGRICULTURAL EDUCATION IN LOWER SECONDARY SCHOOLS

Aims and characteristics

The three-year system of lower secondary education was incorporated in the compulsory educational pattern as from April 1947. The lower secondary school broadly aims at giving secondary general education adapted to the level of mental and physical development of children having completed elementary education. Its curriculum and instruction are designed to provide the qualifications needed for work in modern society, to give basic technical skills related to occupations, and to foster an attitude of respect for manual labour and an ability to choose a career suited to individual interests and personality.

Curriculum

The standard curriculum for the lower secondary school is laid down by the Ministry of Education, but each school may organize its own curriculum in

TABLE 9. Standard lower secondary school curriculum (from April 1972) [1]

Subject area	Grade		
	7th	8th	9th
Required subjects:			
National language	175(5)	175(5)	175(5)
Social studies	140(4)	140(4)	175(5)
Mathematics	140(4)	140(4)	140(4)
Science	140(4)	140(4)	140(4)
Music	70(2)	70(2)	35(1)
Fine arts	70(2)	70(2)	35(1)
Health and physical education	125(3.6)	125(3.6)	125(3.6)
Industrial arts/home-making	105(3)	105(3)	105(3)
TOTAL	965(27.6)	965(27.6)	930(26.6)
Elective subjects:			
Foreign languages	105(3)	105(3)	105(3)
Agriculture	35(1)	35(1)	70(2)
Trade and industries	35(1)	35(1)	70(2)
Commerce	35(1)	35(1)	70(2)
Fishery	35(1)	35(1)	70(2)
Home-making	35(1)	35(1)	70(2)
TOTAL	140(4)	140(4)	175(5)
Required:			
Citizenship training	35(1)	35(1)	35(1)
Extra-curricular activities	50(1.4)	50(1.4)	50(1.4)
GRAND TOTAL	1,190(34)	1,190(34)	1,190(34)

1. Figures show total school hours required per year and (in parentheses) the average number of hours required per week. A class period of fifty minutes is defined as one school hour.

accordance with the course of study prepared by the ministry. The standard curriculum consists of general subjects (required and elective), citizenship training, and extra-curricular activities as shown in Table 9.

The 'vocational subject area' was introduced into the curriculum in April 1947. It included such subjects as agriculture, industry, commerce, fisheries, home-making, etc. In December 1949 this area was retitled 'vocation and home-making' and comprised a required subject and an elective subject.

In April 1962, 'vocation and home-making', taught as a required subject, was renamed 'industrial arts/home-making' while the elective subjects from which students might choose were: agriculture, trade and industries, commerce, fisheries, home-making, foreign language, etc.

The detailed contents of 'industrial arts' (required for boys) and 'home-making' (required for girls) are shown in Table 10.

As regards the elective subjects, it was found that students chose foreign languages more often than vocational subjects. For instance, in May 1972, out of 4,690,000 lower secondary school students in Japan, only 3,000 chose one of the vocational subjects and of these only 10 per cent chose agriculture.

TABLE 10. Vocational subjects in the lower secondary school curriculum

Courses	Grade		
	7th	8th	9th
Industrial arts (for boys) (required subject)			
Drawing	40–45 %	–	–
Woodwork	25–30 %	25–30 %	–
Metalwork	25–30 %	25–30 %	–
Machinery	–	20–25 %	30–35 %
Electricity	–	20–25 %	30–35 %
Cultivation	–	–	30–35 %
Total hours	105	105	105
Home-making (for girls) (required subject)			
Clothing	30–35 %	45–50 %	25–30 %
Food	30–35 %	25–30 %	25–30 %
Housing	30–35 %	–	–
Home machinery	–	20–25 %	–
Home electricity	–	–	25–30 %
Child care	–	–	15–20 %
Total hours	105	105	105
Agriculture (for boys and girls) (elective subject)			
Farm crops	–	–	–
Horticulture	–	–	–
Livestock breeding	–	–	–
Forestry	–	–	–
Total hours	35	35	70

The general situation of agriculture in the course of study may be seen in the fact that only one chapter of the course of study relates to agriculture, and even this is more of a general nature than a vocational nature.

Certificate and qualification

Students completing lower secondary education receive a certificate of completion although this does not betoken any vocational qualification.

Placement of graduates

As shown in Table 11, an increasing number of graduates from the lower secondary school advances to upper secondary school while a certain proportion seeks employment immediately.

Those who take up farming immediately after completing lower secondary school may study agriculture and related matters by enrolling in one of the young farmers' training farms or by participating in a 'youth class' organized by the social education office of each town or village, or by joining 4-H type activities supported by the local extension office.

TABLE 11. Placement of lower secondary school graduates

Year	Advanced to upper secondary education (%)			Employment in agriculture
	Average	Boys	Girls	
March 1950	42.5	48.0	36.7	414,400
March 1955	51.5	55.5	47.4	208,300
March 1960	57.7	59.6	55.9	86,200
March 1965	70.7	71.7	69.6	39,000
March 1970	82.1	81.6	82.7	10,500
March 1972	87.2	86.2	88.2	4,700

Broadly speaking it may be concluded that the lower secondary programme places the main emphasis on general education while vocational education—particularly agriculture—occupies a very minor part. Agriculture is only one of the elective vocational subjects and at best occupies only one-third of the school hours alloted to vocational subjects.

AGRICULTURAL EDUCATION AT UPPER SECONDARY LEVEL

Aims and characteristics

Young people having successfully completed the lower secondary school course may proceed to upper secondary school. However, a selection procedure is normally required, generally based on the lower secondary school record, and the results of an examination administered by the prefectural board of education.

The upper secondary school broadly aims at providing graduates of lower secondary schools with three years of general and vocational education (specialized) in conformity with their mental and physical development.

There are two major types of courses in upper secondary schools: general and vocational. The general course is one which offers instruction, mostly on general subjects, to those who wish to proceed to higher educational institutions, whereas a vocational course is one which gives instruction on vocational and general subjects to those who have chosen an occupation for the future.

The vocational courses cover such subjects as agriculture, fisheries, business, industry, home-making, science, mathematics, etc. Agriculture is further divided into a number of departments according to the type of farming and the needs of the communities: agriculture (crop production), horticulture, animal husbandry, sericulture, agricultural machinery, agricultural civil engineering, food processing, forestry, lumber processing, landscape gardening, home-making, etc.

Finally, upper secondary education may take the form of general upper secondary (which has only general courses), composite upper secondary (which has both general and vocational courses) and vocational upper secondary (which has only specialized departments in one of the vocational fields).

Part-time and correspondence courses. In addition to the three-year full-time courses in upper secondary education, there are a number of part-time courses and correspondence courses. These courses are for young workers who are unable to enrol in the full-time courses described above. The curricula of part-time and correspondence courses are normally one year longer than those of the full-time

courses, and students are ordinarily required to study for four years or more in order to graduate.

The part-time system embodies two courses, evening and seasonal, the former mostly provided in the cities, and the latter in the rural areas of the northern districts, chiefly Hokkaido.

Correspondence courses are conducted by mail, radio and television and, in all cases, institutional schooling for an average of twenty days per year is required.

The part-time and correspondence courses may be either general or vocational, the latter divided into several sections, including agriculture. The agriculture course in turn comprises several departments although the level of specialization is lower than in full-time courses.

Graduates of part-time or correspondence courses who have successfully completed a four-year period of study are entitled to proceed to a higher institution on an equal footing with graduates of full-time courses

Special schools for the training of potential farmers. Simultaneously with the rapid expansion of industry since 1960, the younger generation on whom the future of agriculture and rural communities depends have been moving away. The many steps taken to encourage the younger generation to continue farming include two major policies adopted by the Ministry of Education in co-operation with the educational authorities of each prefectural government.

One policy provided for top priority to be given to future farmers in recruiting for agricultural upper secondary schools. Another was designed to establish special schools for future farmers exclusively. These schools are separate from the conventional agricultural upper secondary schools which cater for both future farmers and those of related businesses.

The special schools possess excellent facilities and are equipped with large-scale farms, student dormitories, etc., through subsidies from the central government. In April 1973, there were thirty-three such schools.

Tables 12, 13 and 14 indicate the over-all situation of upper secondary school education in Japan.

TABLE 12. Number of upper secondary schools and courses (1971)

Type of School	Grand total of schools	Number of independent schools		Number of agricultural courses		
		General and other vocations	Agriculture	National	Prefectural/ municipal	Private
Main school						
Full-time	2,848	1,734	144	5	356	9
Part-time	229	147	36	—	77	—
Combined	1,175	622	36	—	64	1
TOTAL	4,252	2,503	216	5	497	10
Branch school						
Full-time	155	127	18	—	35	—
Part-time	345	273	59	—	116	—
Combined	39	25	5	—	7	—
TOTAL	539	425	82	—	158	—
Over-all total						
Full-time	3,003	1,861	162	5	391	9
Part-time	574	420	95	—	193	—
Combined	1,214	647	41	—	71	1
TOTAL	4,791	2,928	298	5	655	10

TABLE 13. Number of upper secondary school students (by course) (1971)

Course	Students					
	Total	%	Full-time	%	Part-time	%
Grand Total	*4,178,327*	*99.0*	*3,835,601*	*100.0*	*342,726*	*99.9*
General course	2,454,159	58.6	2,268,770	59.2	185,389	54.1
Vocational courses	1,716,342	41.1	1,560,267	40.7	156,075	45.6
Agriculture	213,428	5.1	187,858	4.9	25,570	7.5
Industry	556,880	13.3	486,984	12.7	69,896	20.4
Business	672,020	16.1	633,411	16.5	8,609	11.3
Fisheries	18,787	0.4	18,377	0.5	410	0.1
Home-making	213,612	5.1	195,895	5.1	17,717	5.2
Others	41,615	1.0	37,742	1.0	3,873	1.1
Advanced courses	6,634	0.2	5,595	0.1	1,039	0.3
Special courses	1,192	0.0	969	0.0	123	0.0

TABLE 14. Number of departments and students in agricultural upper secondary schools

Departments	Number of departments			Number of students		
	Total	Full-time system	Part-time system	Total	Boys	Girls
Agriculture	619	385	234	76,918	70,124	6,794
Horticulture	202	192	10	28,381	24,781	3,600
Animal husbandry	146	142	4	16,791	16,181	610
Sericulture	6	6	—	716	598	118
Landscaping	18	18	—	1,907	1,700	207
Agricultural processing	108	105	3	14,223	11,242	2,981
Agricultural civil engineering	98	97	1	11,712	11,635	77
Agricultural machinery	16	16	—	1,780	1,717	63
Forestry	88	88	—	10,754	10,651	103
Home-making	290	238	52	42,197	—	42,197
Others	18	18	—	2,821	1,557	264
TOTAL	1,609	1,305	304	213,428	150,196	63,232

Source: Ministry of Education, 1971.

Curriculum

The basic curricular elements for upper secondary schools are determined by the School Education Law and the regulation for its implementation. Further details necessary for organizing the curricula are suggested in the course study formulated by the Ministry of Education.

On the basis of these legal administrative arrangements and with due consideration to local conditions, each school may organize its curriculum as it sees fit.

For instance, the duration of upper secondary education (full-time, part-time, correspondence, etc.) is determined by the School Education Law, and the total minimum number of credits for the completion of upper secondary school is fixed at eighty-five by the related regulations.

Other important elements in organizing curricula, such as standard credits for each subject area and subject, the minimum number of credits required for graduation subjectwise, etc., are all indicated in the course of study, as shown in Tables 15 and 16.

TABLE 15. General education, standard credits by subject for agricultural upper secondary schools (April 1973)

Subject [1]	Standard credits [2]
National language	
Modern national language	7
Classics I A	2
Classics I B	5
Classics II	3
Social studies	
Ethics and civics	2
Politics and economics	2
Japanese history	3
World history	3
Geography A	3
Geography B	3
Mathematics	
Mathematics (general)	6
Mathematics I	6
Mathematics II A	4
Mathematics II B	5
Mathematics III	5
Applied mathematics	6
Science	
Basic science	6
Physics I	3
Physics II	3
Chemistry I	3
Chemistry II	3
Biology I	3
Biology II	3
Earth science I	3
Earth science II	3
Health and physical education	
Physical education	7–9
Health	2
Fine arts	
Music I	2
Music II	2
Music III	2
Fine arts I	2
Fine arts II	2
Fine arts *(continued)*	
Fine arts III	2
Handicraft I	2
Handicraft II	2
Handicraft III	2
Calligraphy I	2
Calligraphy II	2
Calligraphy III	2
Foreign languages	
Elementary English	6
English A	9
English B	15
English conversation	3
German	15
French	15
Agriculture	
Farm crops	2–10
Horticulture	2–10
Animal husbandry	2–12
Soils and fertilizers	2–4
Plant protection	2–4
Processing of farm products	2–4
Farm machinery	2–6
Farm facilities	2–4
Farm management	4–10
Farm home management	4–10
Integrated agriculture (*Sogoo-nogyo*)	12–40
Vegetable production	4–12
Fruit production	4–12
Floriculture	4–12
Livestock nutrition and culture and feeds	2–6
Livestock sanitation	2–6
Forage crops	2–8
Mulberry production	2–6
Sericulture	2–8
Silkworm pathology	2–4
Silk reeling and weaving	2–4

1. A signifies a general study and B an advanced study. I and II indicate a sequence of courses; I is a pre-requisite for II.
2. One credit consists of thirty-five class hours of fifty minutes each.

Table 15 (continued)

Subject [1]	Standard credits [2]	Subject [1]	Standard credits [2]
Agriculture *(continued)*		Agriculture *(continued)*	
Production of silkworm eggs	2–4	Sand erosion control	2–8
Food technology	6–12	Forestry machinery	2–6
Applied microbiology	3–8	Forestry survey	2–6
Food chemistry	2–12	Forestry management	2–10
Processing machinery and tools	3–8	Forest products processing	2–8
Food hygiene	2–6	Lumber processing	2–12
Food processing management	2–4	Lumber materials	2–8
Field survey	2–10	Landscape gardening design	4–10
Agricultural civil engineering design	4–8	Materials for landscape gardening	3–8
Materials and construction	3–6	Landscape gardening execution	3–8
Applied dynamics	2–5	Landscape gardening management	2–6
Hydraulics	2–5	'Green belt' planning	2–4
Soils and soil properties	2–4	Landscape gardening	2–4
Agricultural irrigation	3–8	General agriculture	2–10
Farm land development	2–4	General forestry	2–10
Silviculture	2–12	Comprehensive farm practices	4–15
Logging and hauling	2–8		

1. 'A' signifies a general study and 'B' an advanced study. I and II indicate a sequence of courses; I is a pre-requisite for II.
2. One credit consists of thirty-five class hours of fifty minutes each.

In addition, the course of study includes specific observations of the following kind:

1. Each upper secondary school (full-time) should provide lessons for thirty-five weeks a year with thirty-four class hours (maximum of thirty-eight) per week.
2. The curriculum for the part-time school should be sufficiently flexible to be adapted to the working conditions and way of life of young people already employed.
3. In organizing the curriculum of vocational courses, special care should be taken to ensure that classroom lessons, laboratory work and practical farming are integrated.
4. Practice may be replaced by on-the-job training. However, in this case, the practical course should be relevant to the subject concerned, well planned and guided by the teachers. It should be so organized that it may be easily evaluated from an educational viewpoint. A maximum of 70 per cent of the time allotted to practical work may be replaced by on-the-job training (apprenticeship training).

ABLE 16. Credits required for upper secondary school agricultural courses (from pril 1973) [1]

ject area	Required subjects	Standard number of credits
panese language	Modern language	7
	Classics I A	2
cial studies	Ethics and civics	2
	Political science and economics	2
	Two of the following:	
	Japanese history / World history / Geography A or B	6
athematics	General mathematics or mathematics I	6
ience	Basic science or two of the following:	
	Physics I / Chemistry I / Biology I / Earth science I	6
ealth and physical education	Physical education	7–9
	Health	2
	One of the following:	
	Music I / Fine arts I / Handicrafts I / Calligraphy I	2
me-making	General home-making (girls only)	4
b-total (general education subjects)	(boys)	42
	(girls)	46
tal for agricultural subjects		35
tal for elective subjects	(boys)	8
	(girls)	4
	GRAND TOTAL	85

n addition, at least one class hour per week should be allotted to both self-learning activities and student club ctivities (total of six credits). Similar consideration should be given to activities of students associations and ssociations sponsored by school authorities, but credits are not given in the course of study.

In organizing the curricula of agricultural courses and rural home courses, home projects and student club activities should be given due consideration. A maximum of one-fifth of the study hours allotted to the subject concerned may be used for home projects.

In agricultural courses, 40 per cent of the study hours allotted to agricultural subjects should be used for laboratory work and practical farming.

suggested curriculum for agricultural upper secondary schools (horticulture rse) is shown in Table 17.

TABLE 17. Suggested curriculum for agricultural upper secondary schools (horticulture)

Subject area	Subject	Credits
Japanese language	Modern Japanese	7
	Classics I A	2
Social studies	Ethics and civics	2
	Political science	2
	Japanese history or World history	3
	Geography A or Geography B	3
Mathematics	Basic mathematics or Mathematics I	6
Science	Basic science or one of the following: Physics I, Chemistry I, Biology I, Earth science I	6
Physical education and health	Physical education	7
	Health	2
Fine arts	One of the following subjects: Fine arts I, Handicrafts I, Calligraphy I	2
Foreign languages [1]	Elementary English or English conversation	6
Home-making	General home-making (girls)	4
Total (general education subjects)	(boys)	48
	(girls)	52
Vocational education	Animal husbandry	2
	Soils and fertilizers	2
	Plant protection	2
	Agricultural machinery (boys)	2
	Agricultural facilities (boys)	4
	Agricultural facilities (girls)	2
	Farm management	6
	Horticulture (vegetable)	4
	Fruit production	2
	Floriculture	4
	Landscape gardening	2
	Comprehensive practical work	12
Total for vocational subjects	(boys)	46
	(girls)	42
Elective subjects		8
Special activities (Self-learning, club activities)		6
	GRAND TOTAL	108

1. Foreign languages are not included among the required subjects for agricultural students but are recommended.

Certificate and qualifications

Students having completed their course of study at upper secondary school are awarded a certificate of completion which, however, does not constitute a vocational qualification recognized by outside agencies.

TABLE 18. Placement of agricultural upper secondary school graduates (1972)

Classification	All schools and courses		Agricultural schools or courses	
	Number	%	Number	%
Entered higher educational institutions	370,234	28.1	4,485	6.4
Employed	684,005	51.9	58,173	83.3
Employed and advanced education(part-time)	14,549	1.1	825	1.2
No occupation	243,182	18.4	6,025	8.6
Others	6,421	0.5	290	0.4
TOTAL	1,318,382	100.0	69,798	100.0

Placement of graduates

According to the most up-to-date statistics issued by the Ministry of Education in May 1972 (Table 18), 83.3 per cent of agricultural school graduates were employed in some kind of business, 6.4 per cent had gone on to higher educational institutions and 1.2 per cent were employed while simultaneously attending school. The percentage of agricultural school graduates in employment is much higher than that of graduates from upper secondary schools, whereas the percentage of agricultural school graduates proceeding to higher education is much lower than that of graduates from upper secondary school.

Table 18 includes the classification 'No occupation' which, however, does not mean 'unemployed' in the usual sense. It should be interpreted as 'unemployed by choice' regardless of strong inducements from the labour market. Most of those in this category are either preparing for an entrance examination (most likely in the case of boys) or are at home and planning to be married (in the case of girls).

More detailed figures on the placement of agricultural school graduates are given in Table 19, which indicates that the largest number of the agricultural school graduates concerned (26.9 per cent) went into farming, the second largest group (25.1 per cent) into manufacturing industries (mostly food industries) and a considerable proportion (9.1 per cent) into public services.

Table 20 also shows the number of agricultural school graduates who took up farming soon after graduation. It should be noted that the percentage of secondary school graduates, particularly agricultural upper secondary school graduates, increased each year, reaching 78.8 per cent in 1972—a welcome indication that the average level of education among young farmers has greatly improved over the last ten years.

Follow-up training (post-upper secondary training)

The so-called *Senko-ka*, an advanced course, is being included in selected schools at present. This course is of two years duration and aims at giving further training to those who have finished upper secondary school. In the field of agricultural education, it is intended to be a kind of follow-up training for the

TABLE 19. Placement of agricultural upper secondary school graduates by industry (May 1973)

Industry	Total graduates		Agricultural graduates	
	Number	%	Number	%
Agriculture	20,962	3.0	15,908	26.9
Forestry and hunting	634	0.1	282	0.5
Fisheries, marine products	2,289	0.3	48	0.0
Mining	1,280	0.2	35	0.0
Construction	33,534	4.8	2,407	4.1
Manufacturing	214,618	30.7	14,795	25.1
Wholesale, retail	177,824	25.4	9,926	16.8
Finance, insurance	72,573	10.4	981	1.7
Real estate	1,528	0.2	53	0.0
Transportation, communication	52,219	7.5	1,809	3.1
Electricity, gas, water	9,854	1.4	377	0.6
Services [1]	32,315	10.3	5,794	9.8
Public service	44,547	6.3	5,459	9.3
Others	14,405	2.0	1,127	1.9
TOTAL	698,582	100.0	59,000	99.8

1. Services comprise education, religion, medical and legal services, non-profit organizations, etc.

TABLE 20. Number of school graduates engaged in farming (by level) (unit: 1,000)

Year	Total engaged in farming		Lower second. school graduates		Upper secondary school graduates				University graduates	
					Agricultural course		Other courses			
	Number	%	Number	%	Number	%	Number	%	Number	%
1960	130.7	100.0	86.2	66.0	26.3	20.1	17.4	13.3	0.8	0.6
1961	78.9	100.0	44.6	56.5	21.9	27.8	11.9	15.1	0.5	0.6
1962	84.4	100.0	56.3	66.7	18.3	21.7	9.2	10.9	0.6	0.7
1964	70.4	100.0	51.1	72.6	12.6	17.9	6.1	8.7	0.6	0.7
1965	63.1	100.0	39.0	61.8	16.6	26.3	6.8	10.8	0.7	1.1
1966	68.1	100.0	32.7	48.0	24.6	36.1	10.0	14.9	0.8	1.2
1967	64.7	100.0	24.6	38.0	26.9	41.6	11.8	18.2	1.4	2.2
1968	61.0	100.0	21.7	35.6	—	—	—	—	1.3	2.1
1969	54.6	100.0	15.7	28.8	26.3	52.8	11.2	20.5	1.4	2.6
1970	42.0	100.0	10.5	25.0	22.2	52.9	8.0	19.0	1.3	3.1
1971	32.5	100.0	6.5	19.9	18.1	55.5	6.2	19.0	1.8	5.5
1972	27.4	100.0	4.7	17.2	16.2	59.1	5.4	19.7	1.1	4.0

Source: Ministry of Education Statistics, 1960–72.

graduates of upper secondary schools, particularly for those engaged in practical farming.

There are several other types of follow-up training for graduates of agricultural upper secondary schools. However, most of these are conducted within the framework of social education or extension services, details of which will be given in later chapters.

Agricultural education at the third level

GENERAL

There are three types of third-level institutions in Japan—junior colleges, four-year colleges (undergraduate) and graduate schools—and this applies equally to the field of agricultural education.

From the standpoint of administrative and financial responsibility, these third-level institutions are divided into three types: national, local (prefectural or municipal) and private.

Number of institutions and their geographical distribution

Agricultural junior colleges. The total number of junior colleges in Japan was 499 in 1973, of which 25 were national, 45 local and 429 private. Of these, only fifteen (2.2 per cent of the total) were agricultural junior colleges or general junior colleges having agricultural departments. There were no national agricultural junior colleges but there were six local and nine private.

Table 21 indicates the present status of agricultural junior colleges according to number, departments and enrolments.

There are two types of junior college education in terms of duration: one offering a two-year course and another a three-year course. The agricultural junior colleges, with one exception, provide the two-year course. Some junior colleges offer evening courses for young workers but no junior agricultural college does so.

The geographical distribution of agricultural junior colleges in Japan is shown in Figure 3.

Generally speaking, the small number of agricultural junior colleges, and the total lack of national ones, would seem to indicate that the governmental authorities have not in the past favoured establishing agricultural junior colleges or that the population at large was not until recently aware of the need for them.

Agricultural colleges and universities. Colleges and universities in Japan total 404, of which 78 are national, 32 local and 294 private. Of these, agricultural colleges and universities with agricultural faculties number fifty. In other words, 12 per cent of colleges or universities include specialized agriculture sections in their programmes. Unlike the agricultural junior colleges, the majority of these (70 per cent) are national, 4 per cent are local and 26 per cent private. Detailed figures are shown in Table 22.

TABLE 21. Present status of agricultural junior colleges

Types	Number of institutions	Number of departments	Enrolment
National	—	—	—
Local	6	16	985
Private	9	12	2,542
TOTAL	15	28	3,527

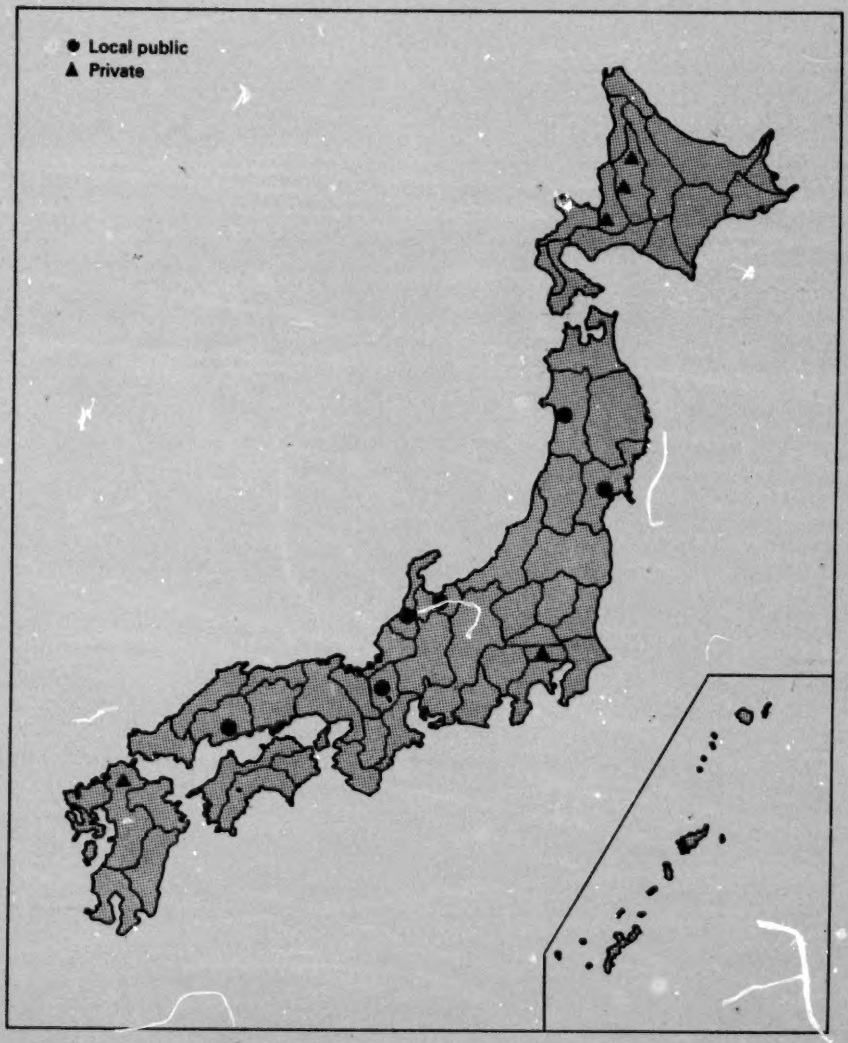

FIG. 3. Distribution of agricultural junior colleges

TABLE 22. Present status of agricultural colleges and universities

Type	Number of universities with agricultural faculties	Number of agricultural colleges and faculties	Number of agricultural departments	Total enrolment in agricultural departments
National	34	36	183	25,766
Local	2	2	7	1,383
Private	11	11	48	28,624
TOTAL	47	49	238	55,773

Since many national universities and colleges in the post-war period were established on the principle of 'one national university for each prefecture', faculties of agriculture are very well distributed throughout the nation. Of forty-six prefectures, thirty-three (70 per cent) have at least one national agricultural college or national university with a faculty of agriculture (see Fig. 4).

*Graduate schools in agriculture (*Nogakukei-daigakuin*)*. Two kinds of course are available in the graduate school, a master's course requiring at least two years' study after a bachelor's degree has been obtained, and a doctoral course which requires an additional three years' study beyond the master's degree (see Table 23).

The total number of university-level institutions offering a master's course was 177 (35 per cent of the 499 universities and colleges) in 1973. In the case of agricultural institutions, forty-five out of fifty (90 per cent) offer a master's course. It should be noted that all national agricultural institutions provide a master's course, and that two-thirds of these were established in the past ten years.

The number of university-level institutions which offer post-graduate courses is 122 (35 per cent of the total), of which thirteen offer a doctoral course in agriculture. In other words, 26 per cent of the higher agricultural institutions offer a doctoral course. Six of the doctoral courses in higher agricultural institutions

TABLE 23. Present status of graduate schools in agriculture

	Number of institutions offering graduate courses	Specialization (major)		Enrolment
		Type	Number	
Master's course				
National	34	36	171	2,080
Local	2	6	7	104
Private	7	5	13	142
TOTAL	43		191	2,326
Doctoral course				
National	6	14	42	294
Local	1	4	4	34
Private	6	5	11	50
TOTAL	13		57	378

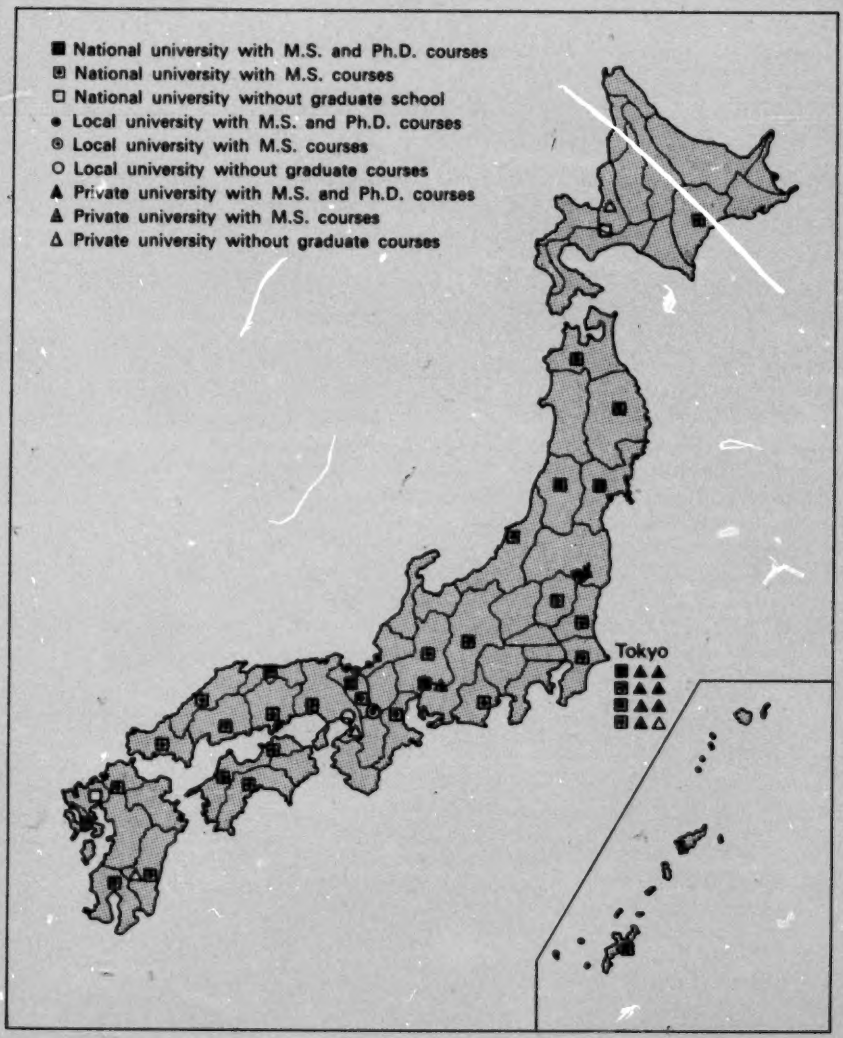
National university with M.S. and Ph.D. courses
National university with M.S. courses
National university without graduate school
Local university with M.S. and Ph.D. courses
Local university with M.S. courses
Local university without graduate courses
Private university with M.S. and Ph.D. courses
Private university with M.S. courses
Private university without graduate courses
Tokyo

FIG. 4. Distribution of agricultural universities and graduate schools

are provided in private institutions although the number of students they can accommodate is comparatively small, amounting to 19 per cent of the total.

Administration and management

Third-level institutions, of whatever type, come under the jurisdiction of the Ministry of Education.

The establishment of a national, local or private university or junior college requires the approval of the Ministry of Education. On receipt of a formal application from those wishing to establish a new institution, the ministry refers the request to the University Chartering Council, consisting of national leaders in education and related fields. The council determines whether the proposed institution is in accordance with prescribed standards for universities or junior colleges, and transmits its recommendations to the Ministry of Education which accepts or rejects the application in the light of these recommendations. The council is also responsible for the awarding of doctorates and other academic degrees.

Each university and junior college has its own governing body, the structure and operation of which differ from one institution to another. In general, however, each university has a president as chief administrator, advised by a Board of Councillors comprising deans of faculties (colleges) and directors from associated institutions (libraries, universities, farm research institutes, etc.). Each faculty (college) has a dean (*Bucho*) and a faculty assembly (*Kyoju-kai*) which acts as a formal administration body. The officers of the university, including the president, members of the Board of Councillors, and the dean of each faculty, is elected by ballot among members of the university staff. However, formal appointment to these key posts in each university is made by the financing authority (e.g. in the case of a national university, the Minister of Education appoints all key staff).

Teaching staff in each faculty are appointed by the financing authority on the recommendation of the faculty assembly.

The administration of third-level institutions, however, has been much criticised over recent years by the public and by university staff members themselves on the grounds of inefficiency and malfunctioning of the administrative system, particularly during student revolts. As a result, a number of proposals for improvement are being examined by various bodies, including the universities and governmental authorities. A new type of university (Tsukuba University Complex) which is being created in the northern part of Kanto district represents a practical effort by the national government to improve university administration and management in the light of recommendations of the Central Committee of Education for the Minister of Education.

Finance

Funds for the operation of national and local universities and junior colleges are mainly provided by the national government and local public authorities respectively. Revenue from entrance examination fees, tution fees, etc., in national and local institutions are generally credited to the funds of the responsible authorities and not the funds of the institutions concerned.

Private universities and junior colleges are mainly financed by private funds, but unfortunately have often encountered financial problems. In order to solve these problems and to strengthen the financial basis of private institutions, the national government has been increasing subsidies and loans in recent years.

Research funds for third-level institutions are mainly met by the financing authority of each institution. In addition, various types of research finance are provided by the National Council of Scientific Research.

In order to lighten the financial burdens of students enrolled in third-level institutions, a large number of scholarships are provided by the Japan Scholarship Foundation which was established for this purpose by the national government.

AGRICULTURAL EDUCATION IN JUNIOR COLLEGES

Aims and characteristics

In line with the standards for the establishment of junior colleges adopted by the national government in 1949, the aims of such colleges are to create good citizens by offering vocational and practical training for two or three years to young people having completed upper secondary school.

The general characteristics of junior college education are commonly regarded as constituting the final stage in education. It gives a more thorough training than upper secondary education; it is less academic than university education and of a more practical nature. It can thus be classified as 'subprofessional' training.

A specific feature of agricultural junior colleges is a rapid increase in the number of students who intend to be farmers whereas ten years ago the majority aspired to become technicians in related fields.

Requirements for admission

Requirements for admission to agricultural junior colleges are: (a) completion of upper secondary school or the equivalent; (b) such other requirements as may be laid down by the institution concerned, e.g. oral as well as written tests. The applicant's upper secondary school record and farming background are also carefully examined before he is admitted to the institution.

Curriculum

The curriculum for the junior college consists of four parts: general education subjects, foreign languages, health and physical education and professional subjects.

The required subjects and credits for each subject in the junior college curriculum are: general education, 12 credits (humanities, 4; social sciences, 4; natural sciences, 4); health and physical education, 2 credits; foreign languages, 0 credits; professional subjects, 24 credits; others, 24 credits; a total of 62 credits.

As regards general education each student is required to take subjects from each of the following three fields:

Humanities: philosophy, ethics, religion, history, music, fine arts, drama.

Social sciences: sociology, law, political science, economics, educational psychology, cultural geography, cultural anthropology.
Natural sciences: mathematics, statistics, physics, chemistry, earth sciences, home science, biology, experimental psychology.
Foreign languages are not a required subject for graduation, although the institution must offer foreign language lessons involving more than four credits.

The required professional subjects and the credits allotted for them are determined on the basis of the following standard suggested by the Ministry of Education with due consideration to the needs of the local community and the students themselves: a lecture of one hour per week for fifteen weeks, requiring two hours of student preparation, gives 1 credit; laboratory classes requiring three hours per week for fifteen weeks give 1 credit.

Qualifications

Students who have completed all the required courses in junior college receive a certificate of completion, but no specific title or recognized qualification is given to graduates.

Placement of graduates

The trends of placement among graduates will be found in Table 24. This shows that the highest proportion is self-employed in farming, with private or public services coming second, and manufacturing industries third. The proportion of self-employment in farming has been increasing since 1967 which may mean that the rising economic standard of farmers and the rapid mechanization of farming in recent years have stimulated farmers and their sons to take more interest in this level of education.

TABLE 24. Placement of agricultural junior college graduates

Type of occupation	1967		1968		1969		1970		1971	
	Number	%	Number	%	Number	%	Number	%	Number	%
Agriculture	294	39.7	378	42.2	376	37.8	477	44.8	617	53.0
Forestry and hunting	—	—	—	—	3	0.3	—	—	3	0.3
Fisheries and marine culture	—	—	—	—	—	—	—	—	—	—
Mining	—	—	—	—	—	—	4	0.4	—	—
Construction	51	6.9	17	1.9	41	4.1	37	3.5	44	3.8
Manufacturing	99	13.4	104	11.6	97	9.7	127	11.9	152	13.1
Wholesale, retail trade	31	4.2	75	8.4	88	8.8	63	5.9	87	7.5
Credits, insurance	7	0.9	3	0.3	3	0.3	8	0.8	8	0.7
Real estate	—	—	1	0.1	—	—	1	0.1	2	0.2
Transportation and communication	—	—	4	0.4	1	0.1	7	0.7	9	0.8
Electricity, gas, water	—	—	—	—	1	0.1	—	—	—	—
Services	87	11.7	161	18.0	137	13.8	214	20.1	109	9.4
Public services	86	11.6	120	13.4	147	14.8	116	10.9	129	11.4
Others	86	11.6	33	3.7	102	10.2	11	1.0	4	0.3
TOTAL	741	100.0	896	100.0	996	100.0	1,065	100.0	1,164	100.0

AGRICULTURAL EDUCATION IN COLLEGES AND UNIVERSITIES

Aims and characteristics

Article 52 of the School Education Law states the aims of university education as follows: the university, as a centre of learning, aims at improving professional discipline and technical skills as well as giving extensive knowledge and developing intellectual, moral and practical abilities.

Universities already number over 400 and are an integral part of third-level education. The number of universities with a faculty of agriculture has reached fifty and these are very well distributed. Since the faculties of agriculture contribute to the training of future agricultural technicians, leaders, teachers and researchers, they are no longer institutions for a restricted élite.

Requirements for admission

In order to qualify for admission to a university, applicants must: (a) have completed upper secondary school or its equivalent; (b) have passed the entrance examination stipulated by each institution.

Generally speaking, the results of written tests are considered most important in the selection of applicants, but the results of oral tests and upper secondary school records have been increasingly emphasized over recent years.

Since the extremely intense competition among applicants has caused a number of unfavourable side effects, various tests for the improvement of entrance examinations are at present being tried out in a number of universities. For instance, some universities have started to admit a limited number of applicants from agricultural high schools on a trial basis, relying solely on records and recommendations of upper secondary schools. The Ministry of Education has announced that a standardized test will replace conventional entrance examinations throughout Japan from 1975. This standardized test was adopted in 1963 on a trial basis, but it was abandoned in 1969 due to its incompleteness and strong opposition within the nation.

Curriculum

As in the case of junior colleges, the university curriculum consists of four types of subject: general education subjects, foreign languages, health and physical education and professional subjects. The credits allotted to each subject area or subject are, in general, two or three times more than in junior colleges. In addition, foreign languages are a required subject whereas in junior colleges they are elective.

The required credits for university graduation are: general education (humanities, natural sciences, social sciences), 36 credits; foreign languages, 8 credits; health and physical education, 4 credits; professional subjects, 76 credits; a total of 124 credits.

In regard to professional subjects, the Ministry of Education provides a list of recommended subjects for each specialized course such as agronomy, animal husbandry, agricultural economics, etc. Each university, however, is free to revise and adapt the curriculum for individual courses.

Degree

Students who have completed all required university courses receive a bachelor's degree.

Placement of graduates

The placement of agricultural university graduates between 1967 and 1971 is shown in Table 25. The highest proportion (30–36 per cent) entered the manufacturing industries, followed by services and public services, and the wholesale and retail trades. Manufacturing industries in this case means the chemical and food processing industries which were expanded during the 1967–71 period while the wholesale and retail trades refer to the supermarkets which also greatly developed in this period.

TABLE 25. Placement of agricultural university graduates

Occupation	1967		1968		1969		1970		1971	
	Number	%	Number	%	Number	%	Number	%	Number	%
Agriculture	838	9.5	465	7.1	620	9.3	331	4.7	718	8.0
Forestry, hunting	128	1.9	139	2.1	75	1.1	63	0.9	135	1.5
Fisheries, marine culture	144	2.1	113	1.7	102	1.5	82	1.2	129	1.4
Mining	9	0.1	7	0.1					8	0.1
Construction	273	3.6	375	5.7	350	5.2	473	6.7	566	6.3
Manufacturing	2,136	31.8	2,144	32.9	2,045	30.5	2,606	36.9	3,118	34.9
Wholesale, retail trades	638	9.5	612	9.4	708	10.6	672	9.5	949	10.6
Credits, insurance	82	1.2	95	1.5	42	0.6	114	1.6	196	0.9
Real estate	22	0.3	28	0.4	19	0.3	35	0.5	81	1.3
Transport and communication	56	0.8	61	0.9	49	0.7	47	0.7	115	1.3
Electricity, gas and water	4	0.1	8	0.1	9	0.1	6	0.1	15	0.2
Services	1,134	16.9	1,233	18.9	1,206	18.0	1,168	16.5	1,272	14.2
Public services	1,107	16.5	965	14.8	991	14.8	1,381	19.5	1,556	17.4
Others	247	3.7	277	4.2	481	7.2	93	1.3	83	0.9
TOTAL	6,718	100.0	6,522	99.5	6,697	99.9	7,071	100.0	8,941	99.9

AGRICULTURAL EDUCATION IN GRADUATE SCHOOLS

Aims and characteristics

The aims of graduate schools, according to the standards adopted by the Ministry of Education in 1952, are to contribute to the cultural development of the nation by providing instruction and by promoting research on the basic principles of learning and their applications.

Graduate schools offer a master's course and a doctoral course. The former is designed to enable students to concentrate on their major fields of study and acquire the basic abilities for carrying out investigations by themselves; the doctoral course is designed to contribute to the cultural development of the nation by enabling students to undertake creative study and to add to the stock of knowledge and information.

Requirements for admission

Applicants for admission to graduate schools should possess a bachelor's degree or its equivalent in the case of the master's course, and a master's degree in the case of the doctoral course. In both cases applicants must pass an entrance examination which determines the student's ability in several subjects related to his major field of study and in two foreign languages.

Curriculum

Successful completion requires 30 credits in professional subjects for the master's degree and 50 credits for the doctor's degree. In both cases, moreover, a thesis must be submitted to, and approved by, the faculty assembly.

Degrees

Master's degrees and doctor's degrees are recognized by the authorities. A doctor's degree from a graduate school of a university may sometimes be conferred without credits when the capabilities, knowledge and distinction of the person concerned are recognized and his thesis accepted by the faculty assembly.

Placement of graduates

As shown in Table 26, an average of 40 per cent of holders of a master's degree between 1967 and 1971 continued their education in order to obtain a doctorate

TABLE 26. Placement of graduates from master's course

	1967		1968		1969		1970		1971	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total graduates	521	100.0	672	100.0	720	100.0	741	100.0	832	100.0
Advanced education	245	47.0	275	40.9	258	35.8	285	38.5	280	33.6
Employed	210	40.3	303	45.1	373	51.8	349	47.1	452	54.3
Non-employed	48	9.2	82	12.2	73	10.1	47	6.3	86	10.3
Others	18	3.5	12	1.8	16	2.2	60	8.1	14	1.7
Employed graduates	210	100.0	303	100.0	373	100.0	349	100.0	452	100.0
Agriculture	7	3.3	9	3.0	3	0.8	6	1.7	7	1.5
Forestry, hunting	1	0.5	4	1.3	–	–	3	0.9	3	0.7
Fisheries, marine products	2	0.9	3	1.0	2	0.5	3	0.9	6	1.3
Mining	1	0.5	7	2.3	4	1.1	12	3.4	11	2.4
Construction	1	0.5	7	2.3	4	1.1	12	3.4	11	2.4
Manufacturing	70	33.3	107	35.3	119	31.9	153	43.8	189	41.8
Wholesale, retail	3	1.4	3	1.0	4	1.1	3	0.9	6	1.3
Credits, insurance	–	–	1	0.3	–	–	1	0.3	3	0.7
Real estate	–	–	–	–	–	–	1	0.3	–	–
Transport, communication	–	–	–	–	1	0.2	–	–	–	–
Electricity, gas, water	–	–	–	–	–	–	–	–	–	–
Services	99	47.1	125	41.3	160	42.9	116	33.2	131	29.2
Public services	25	11.9	31	10.2	67	18.0	48	13.8	73	16.2
Others	2	0.9	12	4.0	13	3.5	3	0.9	2.3	5.1

while 47 per cent entered some kind of employment. It is worth noting that the former category tended to decline in importance during this period and the latter to increase.

The highest proportion of employed graduates was in the services (general services, including teaching) and public services, followed by the manufacturing industries.

An average of 53 per cent of graduates of the doctoral course were employed in some kind of business.

The largest proportion of employed graduates entered occupations related to 'services' which in the event signifies 'teaching'. Between 30 and 40 per cent of those who obtained a doctoral degree remained unemployed and this is one of the major problems to be solved by the national government (see Table 27).

TABLE 27. Placement of graduates from doctoral course

	1967		1968		1969		1970		1971	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total graduates	82	100.0	109	100.0	130	100.0	154	100.0	172	100.0
Employed	52	63.4	63	57.8	58	44.6	68	44.2	103	59.9
Unemployed	26	31.7	31	28.4	71	54.6	49	31.8	54	31.4
Others	4	4.9	15	13.8	1	0.8	37	24.0	15	8.7
Employed graduates	52	100.0	63	100.0	58	100.0	68	100.0	103	100.0
Agriculture	1	1.9	1	1.6	—	—	1	1.5	—	—
Fisheries, marine production	—	—	—	—	—	—	1	1.5	—	—
Construction	—	—	—	—	—	—	—	—	1	0.1
Manufacturing	3	5.8	9	14.3	9	15.6	10	14.7	12	11.6
Wholesale, retail trades	—	—	—	—	—	—	—	—	1	0.1
Credits, insurance	—	—	—	—	1	1.7	—	—	—	—
Services	44	84.6	49	77.8	45	77.6	48	70.0	57	55.3
Public services	4	7.7	3	4.8	1	1.7	2	3.0	3	2.9
Others	—	—	1	1.6	2	3.4	6	8.8	29	28.1

TEACHER-TRAINING PROGRAMMES IN THIRD-LEVEL INSTITUTIONS

Background

The foundation for teacher-training systems in Japan was laid in the 1870s at the same time as the foundations for all other systems of education. However, the actual implementation of the programme was limited to general education and there were no teacher-training programmes for vocational education, including agricultural education. Since most agricultural training was conducted at special institutes developed within agricultural experimental stations, instruction being given by the staff of the stations on a part-time basis, there was no need to have a specific training programme for agricultural teachers.

With the development of secondary agricultural education within the formal school system, however, the necessity for training teachers became evident. In 1899, an agricultural teacher training centre was established as an institution attached to the Faculty of Agriculture, Tokyo University. This centre aimed at

providing instruction for one year to future teachers of agricultural supplementary schools. In 1902, the course was extended to two years (and to three years in 1907) and the training of secondary school teachers began.

Since its capacity was limited, the centre could not meet the increasing need for agricultural teachers and consequently the great majority were recruited from among graduates of higher technical schools of agriculture and, to a lesser degree, from graduates of university faculties of agriculture (the centre became an independent institution and was given the status of a higher technical school in 1937).

In 1920, the teacher-training programme for agricultural supplementary schools was established under a new regulation and the number of such schools rose from eighteen in 1921 to forty-five in 1934. The system was further expanded until 1943 although the designation was changed twice, to Teacher-Training Centre for Youth Schools in 1935 and to Teachers' College for Youth Schools in 1944.

Teacher training for agricultural secondary schools

Under the educational reform of 1947, all teacher-training programmes were revised so that every applicant was required to take a certain number of pedagogic subjects and to undertake teaching practice in addition to the ordinary credits (general education subjects, and the subjects of the major field) needed for graduation. The minimum credits for a teaching certificate are shown in Table 28.

TABLE 28. Minimum credit requirements for teaching certificate

Level	Class of certificate	Level of academic attainment	Total credits required	General education subjects	Major subjects [1]	Pedagogic subjects [2]
Lower secondary school	2nd class	2 years after upper secondary school	62	18	A 20 B 16	10
	1st class	Bachelor's degree	124	36	A 40 B 32	14
Upper secondary school	2nd class	Bachelor's degree	124	36	A 40 B 32	14
	1st class	Master's degree or one year after bachelor's degree	134	36	A 62 B 52	14

1. 'A' signifies a requirement for teachers of social studies, science, industrial arts, and vocational subjects, while 'B' is for other fields.
2. Pedagogic subjects are educational philosophy, educational psychology, teaching methods, vocational guidance, teaching practice, etc.

Immediately after the educational reforms, agricultural teacher-training departments were set up experimentally in twelve universities but the many problems which arose led to the cancellation of the plan.

A variety of in-service training programmes exists for teachers in agricultural upper secondary schools and for teachers engaged in agricultural teaching in lower secondary schools. Most of these programmes are sponsored by the Ministry of Education, Prefectural Boards of Education, and teachers' professional organizations, and include advanced study (short or long) in one of the university-level institutions, overseas study tours, refresher courses of various kinds, and an annual teachers' seminar.

TEACHER TRAINING FOR THIRD-LEVEL INSTITUTIONS

There is no specific training programme for teachers planning to work in third-level institutions but such teachers mostly undergo two types of training—on the one hand, a process which has been in existence since the pre-reform period and, on the other, a new approach introduced after the educational reforms of 1947 which is gradually superseding the older form of training.

The traditional process involves several years' research work as a research fellow or assistant, promotion to lecturer or assistant professor, overseas study, submission of a doctoral thesis, and finally a professorship, the last three stages not necessarily following that order.

The new process involves several years as a research fellow or assistant after completion of graduate studies, promotion to lecturer or assistant professor, study in other institutions within the country or study overseas, promotion to a professorship, the last two stages sometimes being in reverse order.

Agricultural training within social education

As noted in the Introduction, a number of programmes and activities in social education, particularly youth classes, youth organizations, adult classes, women's classes, classes for the aged and correspondence education, include elements of agricultural education.

Training of youth in rural communities (*Seinen-gakkyu*)

YOUTH CLASSES

The youth school system, which was developed after 1935, was abolished immediately after the end of the Second World War on the grounds that it had been militaristic during the war years. However, a volunteer movement soon developed among rural youth in the Tohoku (north-eastern) region which led to the creation of study groups called 'youth classes'. The concept of the youth class was eagerly adopted by farm youth in other regions and the organization of youth classes has now become a nation-wide movement.

Recognizing the significance of this movement, the central government enacted a special law in 1953 for the promotion of youth classes. Under this law, all youth classes are eligible for subsidies from the central government if enrolment is over thirty and class hours exceed 100 per year for more than one year.

The purpose of the youth class is to furnish young workers over 18 years of age with the knowledge and techniques necessary for their occupation and for household management and to improve their cultural standards.

The youth class is ordinarily conducted at either public halls or schools (primary or junior secondary school) belonging to each community, and the teaching staff is recruited from persons associated with social education, including school teachers and experienced community leaders.

A second youth programme within social education was the 'working youth's school' initiated in 1963 to provide study opportunities for working youth between the ages of 15 and 17. The teaching content was almost the same as that of youth classes, but the school programme was more rigid. Government subsidies were allotted if the school offered more than 300 teaching hours and its enrolment exceeded 180.

In 1971, this programme was amalgamated with the youth classes and became known as 'youth classes of larger size'.

In 1971 youth classes numbered 4,152 with an enrolment of 163,805. The figures show a drop of 75 per cent and 80 per cent respectively in relation to the

1955 figures, a downward trend attributable to an over-all decrease in the number of rural youth and an increase in the number of young people who have completed lower secondary school and wish to proceed to upper secondary.

YOUTH CLASSROOMS

A third programme for youth is the youth classroom (*Seinen-kyoshitsu*) which was developed several years ago. The central government provided subsidies as from 1959 to those classrooms having an enrolment in excess of fifteen with lessons for more than forty hours a year.

In 1971, a total of 2,818 youth classrooms had been organized in 1,341 communities the total enrolment being 88,447. The programme seems to be appreciated by young people and the number of classrooms and enrolment are expanding.

SHORT COURSES FOR YOUTH

A number of short courses for youth (*Seinen-koza*) are provided at the public meeting hall in each community. The duration and content of this type of course may differ from place to place, but mostly consist of a number of lectures covering several days.

YOUTH ASSOCIATION

Although the number of local units and their membership have been decreasing in recent years, *Seinen-dan*, a community youth association, continues to serve as the nucleus for a wide range of educational and cultural activities in rural commuties such as festivals, sports, community services, organized tours, recreation, etc. A more important role is the promotion of agricultural study among young people and the encouragement of active participation in the improvement of agriculture and rural life.

Seinen-dan also provides many opportunities for young people to familiarize themselves with the concepts of self-government, co-operation, leadership, dedication, etc.

The development of these and many other organizations in rural communities has led to efforts to establish a youth council at each level (community, subprefectural, prefectural and national) for the co-ordination of all youth organization activities in the respective areas.

In 1971, the *Seinen-dan* had a membership of approximately 1.2 million.

Adult education in rural communities

Mature men and women need to be aware of a variety of innovations in order to adapt themselves to modern society and a changing world. Opportunities to learn must therefore be provided at every stage of life and adult education exists for this purpose.

ADULT CLASSES

The adult class (*Seijin-kurasu*) has been the most common element of adult education since the war and its importance has been increasingly recognized since 1955, as a result of technological innovations and socio-economic development.

The adult class is broadly aimed at providing the average adult with an opportunity to receive a series of lessons on general and vocational subjects. In rural communities, lessons on agricultural techniques, farm management and other related subjects are often included in the curriculum. Classes are generally held at the citizens' meeting hall of each community under the guidance of social education officers, with the collaboration of agricultural extension officers and others.

The 'school extension course' is frequently offered by upper secondary schools and universities. In 1970, a total of sixty-five upper secondary schools organized extension courses on various subjects.

WOMEN'S CLASSES

A variety of educational opportunities for women are being provided throughout the country and women's classes (*Fujin-gakkyu*) are one of the most important of these.

The lessons generally include topics related to family and home life such as food, clothing, family relationship, child-care, etc.

Since 1960, the importance of family (home) education and consumers' education has been recognized by the public and these courses have received special attention in women's classes.

In 1961, a women's education section was set up by the Ministry of Education to strengthen activities in this sphere.

Family education is ordinarily taken to mean instruction in the training of infants and children within the home by their parents. This is of primary importance as enabling infants and children to adjust psychologically to their parents and become an integral unit of the family.

Major topics of family education are the significance and role of the family and home, development of the child's personality, family life and mental hygiene, principles and practices of counselling, personality and roles of parents, child psychology and discipline.

CLASSES FOR THE ELDERLY

With the increasing number of elderly people in the population, education for this group has become extremely important. Since 1965, the central government has entrusted the prefectural governments with the task of financing and organizing special classes (*Kohreisha-gakyu*).

CORRESPONDENCE EDUCATION

The basis of correspondence education (*Tsu-shin-kyoiku*) was laid down by the Social Education Law in 1949. Under this law and its accompanying regulations,

various correspondence courses have been organized on such topics as agriculture, dairy farming, electricity, radio, television, automobile engineering, business, etc. Even though agriculture and related subjects represent only a small proportion of the total number of courses, correspondence education is of real importance in this regard.

Training leaders in social education

The training of leaders is an essential element in promoting successful social education. The government promulgated regulations governing the training of social education officers in 1951 and, on this basis, the Faculty of Education of the National University in each prefecture provides a three month pre-service training course for social education officers.

In 1965, the National Training Institute for Social Education was founded in Tokyo to share responsibility for training social education officers with the universities of the prefectures.

Farmers' training within agricultural extension services

General

Agricultural extension services include three major types of training programme: institutional farmer training, an informal farmers' training programme and an extension leaders' training course.

INSTITUTIONAL FARMER TRAINING

Institutional training is training provided by institutes specially established for the purpose. The institutional training programmes comprise two categories: long-term training which ordinarily lasts for more than one year and is implemented in such institutions as the 'young farmers' training farm', the 'advanced agricultural training institute' and the 'national farmers' academy', and short-term training which ordinarily lasts from two or three days to two or three months and is mostly carried out in such establishments as the 'farm youth training centres' (*Noson-seinen-kenshu-kan*) in each prefecture or the facilities for promoting rural youth club activity attached to each extension office, or the agricultural mechanization training centres (see Table 29).

TABLE 29. Facilities for institutional training

Classification	Institution	Responsible agencies	Number	Number of trainees
Long-term training	Young farmers' training farm	Prefectural government	38	50–300
		Private organization	2	...
	Advanced agricultural training institute	Private organization	19	100
	National farmers' academy	Ministry of Agriculture Land and Forestry	1	150
Short-term training	Farm youth training centres	Prefectural government	38	50
	Agricultural mechanization training centres	Prefectural government	39	20
	Facilities for promoting rural youth club activities	Prefectural government	99	50
	Modernization centre for rural people	Prefectural government	44	20

INFORMAL FARMER TRAINING

Informal farmer training is ordinarily carried out by local extension offices. Farm visits, demonstrations, group meetings, organized tours, competitions, farmers' leaflets and the community telephone system are among the methods used. In 1971, agricultural extension advisers contacted 135,033 adult groups and 6,281 youth groups with a total membership of 4,850,000 and 100,000 respectively. Home extension advisers contacted 15,278 womens' groups with a membership of 280,765.

TRAINING OF EXTENSION LEADERS

Since the success or failure of farm extension programmes depends to a great extent on the staff available, the recruitment of qualified staff and the provision of in-service training are vital considerations.

Institutional farmer training programmes (major programmes only)

YOUNG FARMERS' TRAINING FARM

Objectives and characteristics

The first young farmers' training farm was established in 1934. Others were subsequently set up particularly in the post-war period to ensure that all prefectures had at least one such farm. Over the last forty years, the farms trained a total of 100,000 young farmers who have played a very important part in the modernization of agriculture and rural life.

In 1971 there were forty training farms, thirty-eight of which were operated by the prefectural governments and two by private organizations. In both cases, they received a subsidy from the central government. The number of students who received training in these farms totalled 4,000 (3,000 boys and 1,000 girls).

The original plan was to give one or two years' training to graduates of lower secondary school intending to become farmers. However, most of the farms have recently added a new programme for graduates of upper secondary schools and some have even replaced the original programme by one designed solely for upper secondary school graduates.

All students are boarders.

Curriculum

An example of the curriculum for graduates of lower secondary school is given in Table 30 (see overleaf).

Certificate

Students having completed the course receive a certificate but no official title or qualification is awarded.

TABLE 30. Curriculum for graduates of lower secondary schools at young farmers' training farm

Subject area	Subject	Allotted time (hours)
Basic subject	Agricultural history, physiology and nutrition, agricultural engineering, production and environment, agricultural economics, farm management, rural communities, agricultural and social systems	2,520
Major vocational subject		
Crops	Cultivation and management, machinery and facilities, management and analysis, marketing, processing of farm products	
Horticulture	Cultivation and management, machinery and facilities, management and analysis, marketing, processing of farm products	
Animal husbandry	Feeding and management, machinery and facilities, management and analysis, processing of animal products, marketing, faeces and urine disposal	
Home-making	Home management, foods, clothing, health and sanitation	
Liberal arts subject	National language, foreign language, mathematics, chemistry, physics, biology, social studies, physical education	720
Special subject	Rural survey, survey of marketing, regional planning, farm management planning, project activities	360
TOTAL		3,600

Placement of graduates

An average of 78.3 per cent (82.7 per cent of boys and 65.3 per cent of girls) of those who graduated from these farms in 1973 returned to their own farms, and only 2.6 per cent went into other industries as shown in Table 31.

TABLE 31. Placement of graduates from young farmers' training farms (March 1973)

Sex	Farming	Other industries	Continued study	Others	Total graduates	Farming as percentage of total
Boys	970	21	177	5	1,173	82.7
Girls	262	21	114	4	401	65.3
TOTAL	1,232	42	291	9	1,574	78.3

ADVANCED AGRICULTURAL TRAINING INSTITUTE

Objectives and characteristics

The advanced agricultural training institute was initiated in order to give farm youth specialized training in the modern large-scale farming or intensive farming (glass house) which has been developed in many rural communities in recent years.

Unlike the young farmers' training farm, each institute specializes in one of the following fields: intensive vegetable production, intensive floriculture, large-scale rice farming, large-scale upland farming, large-scale pig farming, large-scale beef cattle production, large-scale dairy farming, etc.

According to the Ministry of Agriculture and Forestry, the term 'large-scale farming' is used for paddy fields in excess of 20 hectares for rice farming, orchards in excess of 15 hectares for fruit production, more than 1,000 head for pig production, more than 100 head for dairy farming, etc.

To be eligible for admission to the institute, applicants must be at least graduates of upper secondary school or the equivalent, and have been engaged in farming until the time of application. The duration of the programme is, in principle, more than one year. All students must be boarders.

Curriculum

A standard curriculum suggested by the Ministry of Agriculture and Forestry for graduates of upper secondary school is shown in Table 32 (overleaf).

Certificate

When students complete their course in this institute, a certificate of completion is given, but there is no official title or qualification for graduates of this institute.

Placement of graduates

No data is available with regard to the placement of graduates of this institute. In 1973, the two above-mentioned programmes were merged.

NATIONAL FARMERS' ACADEMY

Objectives and characteristics

The national farmers' academy (*Nogyosha-daigakuko*) was established in 1968 by the Ministry of Agriculture and Forestry in order to provide three years' training for outstanding farm youth with more than two years' experience in farming after graduation from upper secondary school and, in addition, recommended by the governor of the respective prefecture.

In the training programme, the main emphasis is laid on widening the views of farm youth so that they may examine their own farming and agriculture in the

TABLE 32. Standard curriculum for graduates of upper secondary schools

Subject area	Subject	Allotted time (hours)
Vocational subjects		
Basic subjects	Agricultural history, physiology and nutrition, agricultural engineering, production and environment, farm management and accounting, rural communities, agricultural statistics, agricultural economics, agricultural and rural systems, processing of plant and animal products	1,440
Major subjects	Rice farming: cultivation and management, machinery and facilities, management and analysis, marketing	
	Upland farming: cultivation and management, machinery and facilities, management and analysis, cropping system, marketing	
	Vegetable farming: cultivation and management, machinery and facilities, cropping system, management and analysis, marketing	
	Floriculture and landscape gardening: management and analysis, cultivation and management, machinery and facilities, marketing, landscape gardening	
	Fruit farming: management and analysis, machinery and facilities, management and cultivation, marketing	
	Dairy farming: feeding and management, machinery and facilities, management and analysis, marketing, faeces and urine disposal	
	Beef cattle farming: feeding and management, machinery and facilities, management and analysis, marketing, faeces and urine disposal	
	Pig farming: feeding and management, facilities, management and analysis, marketing, faeces and urine disposal	
	Poultry farming: feeding and management, facilities, management and analysis, marketing, faeces and urine disposal	
	Home-making: home management, food, clothing, sanitation and health, child-care, family and home planning	
General subject	Economics, laws, literature, foreign languages, physical education	180
Special subject	Rural community survey, market survey, regional planning, farm management planning, project activities	180
TOTAL		1,800

TABLE 33. Curriculum of the national farmers' academy

Year	Duration	Area		Contents	Allotted hours
1st year	19 months	Natural science	Crop production	Crop science (physiology and culture)	62
				Horticulture (fruit production, truckfarming and floriculture)	52
				Soils and fertilizers	52
				Crop protection	52
			Animal husbandry	Feed and animal feeding	70
				Animal breeding	16
				Economics of staple food	10
				Farm management	20
				Accounting and book-keeping	
				Animal health	48
				Management of live-stock	32
		Social science	Economics	Statistics	15
				Economics (Samuelson)	70
				Economics of staple food	10
				Farm management	20
				Accounting and book-keeping	54
				Agricultural finance	14
				International trade in agricultural products	10
				Co-operatives	6
				Agricultural construction	4
2nd year			Society and law	Sociology (industrial, city, rural, rural survey)	110
				Laws (civil law, tax law, commercial law, agricultural law)	110
		Humanities and cultural science		Management and human beings	16
				Technique and human beings	16
				Science and humanism	16
				Peasant literature	16
				Mass communication	16
				Psychology	16
				Education and culture of farmers	16
		Special lectures		Lectures of specialists on various fields	93
		Physical education and arts		Physical education	51
				Arts (chorus, etc.)	48
	5 months	Practical experiences		Farm practice at the advanced farms or agricultural experimental station	
	8 months	Home project		Home project activies at own farm	
3rd year		Special lecture		Lectures by specialists	155
	4 months	Physical education and arts		Physical education	
				Arts (chorus, etc.)	16
		Graduation thesis		Thesis on a plan for improving own farm or for the development of agriculture in region	

region from a wide angle, and take appropriate action for the improvement of their farming as well as agriculture in the region as a whole.

Curriculum and training methods

The training programme lasts for three years, but is divided into four major periods.

In the first nineteen months (twelve months of the first year and seven months of the second year), an ordinary collective training in general education (humanities, social science and natural science) and agricultural subjects is provided at the academy.

Secondly, for a period of five months, students are sent to either a large-scale farm or experimental station for individual practical study. Students are then sent back to their own farms in order to implement or examine what they have learned in the academy and the field. In this case, students will stay at their own farms for eight months, and finally return to the academy for a period of four months to embody the knowledge and experience gained during the training period in a thesis.

Details of the time alloted to each subject area are given in Table 33.

Certificate

A certificate of completion is granted, but this is not a recognized qualification or title for official use.

Placement of graduates

No data are available concerning placement of graduates from this academy.

Training programmes for extension leaders

QUALIFICATION TESTS

To be eligible for extension work (extension advisers, extension specialist, etc.) candidates must pass qualification tests which are determined by the Law for the Improvement and Promotion of Agriculture and its related regulations.

Extension advisers

All applicants must pass the qualification test which is annually conducted by each prefectural government. The Ministry of Agriculture and Forestry, in order to ensure nation-wide uniformity and maintain a high level, provides basic principles and orientation for the test.

The qualification test is open to graduates of agricultural university, agricultural junior college and agricultural upper secondary school. However, in the case of upper secondary school graduates, four years' previous experience in agricultural extension or guidance work is required. On the other hand, those university graduates who have worked in agricultural education or research for

more than six of the previous eight years may be excused from the qualification test.

In 1972, there were 2,541 applicants for the qualification tests of agricultural adviser and 1,459 applicants for that of home adviser, out of which 1,694 (67 per cent) and 800 (55 per cent) respectively succeeded in passing.

The training institute for extension advisers. Until around 1970, there was at least one training institute for extension personnel in each prefecture. This was a specialized institute giving both pre-service and in-service training for extension staff. To be eligible for admission, candidates had to have graduated from upper secondary school, preferably from agricultural upper secondary school. The period of training lasted two years. Although these institutes contributed to a great extent to the training of many extension personnel during the first two decades of the post-war period, the programme is now being phased out in many prefectures due to a drop in demand for this level of training. The agricultural extension service now enjoys the advantage of obtaining qualified staff from among graduates of agricultural universities or at least junior colleges.

Agricultural extension specialists

The qualification test for agricultural extension specialists is conducted annually by the Ministry of Agriculture and Forestry.

Those eligible to sit for the test of subject matter specialist are university graduates who have specialized in one of the twenty-two fields[1] designated by the Ministry of Agriculture and Forestry and who have had more than seven years' experience in research or education or extension work.

Those eligible to sit for the test of extension method specialist are much the same as above, but should have had a longer period of experience.

If the applicant for subject matter specialist is a graduate of a junior college or upper secondary school, he is required to have had more than ten years' and fourteen years' practical experience respectively in the related fields.

The qualification test is divided into three phases. The first consists of an examination of reports submitted by each applicant, the second of a written test on the applicant's major field, the third of a *viva voce* examination. The tests are conducted by examination committees specially organized by the Ministry of Agriculture and Forestry.

University graduates who have worked for more than twelve years during the last fifteen years in agricultural research, education and extension activities may be excused from the qualification tests.

In 1972, there were 668 applicants for agricultural extension specialist and 67 applicants for home extension specialist out of which 152 (23 per cent) and 44 (66 per cent) respectively succeeded in passing.

1. Rice; wheat, barley and other cereals; vegetables and potatoes; fruits; industrial crops; floriculture; forage crops and grassland improvement; soils and fertilizers; plant diseases and insects; animal husbandry; dairy husbandry; poultry; animal hygiene; processing and use of agricultural products; agricultural machineries; farm management; agricultural civil engineering; agricultural forestry; clothing; foods; housing; home management.

IN-SERVICE TRAINING OF AGRICULTURAL EXTENSION PERSONNEL

The extension advisers and specialists have many opportunities to receive in-service training at national, regional and prefectural levels. There are two programmes: one for local advisers (agricultural and home) and another for extension specialists (agricultural and home).

Training programmes for extension advisers

There are several in-service training programme for local extension advisers:

Induction (orientation) training is organized annually by each regional office of the Ministry of Agriculture and Forestry for the newly appointed advisers. The duration of the training programme is approximately one month.

General refresher training is regularly organized for the experienced advisers and the chiefs of the area extension offices. This is ordinarily on a regional basis and lasts for ten days.

Training for new techniques aims at providing each local agricultural adviser with the chance to learn new techniques and methods which are necessary for solving the problems of the area he serves. This training is at prefectural level and lasts thirty days. A similar programme is regularly provided for home extension advisers (one every three years).

Training for specialized agriculture. Along with economic expansion and modernization of farming, large-scale specialized farming rapidly developed. In order to adjust to this situation, a special in-service training programme on each specialized field (animal husbandry, horticulture, crop production and farm management) was initiated. Under this programme, selected extension advisers are sent to agricultural research institutes or agricultural universities for a period of ten months. A similar programme is provided for home extension advisers by the Ministry of Agriculture and Forestry. However, in this case, the duration is much shorter (twelve weeks).

Practical training and observation in an advanced agricultural area. Selected agricultural advisers (university graduates) are sent to an advanced area of the country in order to obtain practical experience and make observations on the spot. They ordinarily stay at one of the experimental stations or extension offices in the area for a period of one year.

University training. Selected agricultural advisers (junior college graduates) are sent to one of the national universities to receive theoretical and practical training in a specialized field. The programme lasts one year and is sponsored by the Ministry of Agriculture and Forestry. In order to implement this programme, a special agreement exists between the ministry responsible for university training (Ministry of Education) and the Ministry of Agriculture and Forestry.

Correspondence course. An extension adviser who is a graduate of upper secondary school may have an opportunity to up-grade his academic level by enroling in a two year correspondence course (junior college level) especially provided for extension advisers in service. This course is regularly offered at the *Koibuchi-gakuen* in Ibaragi Prefecture.

Overseas training. Selected experienced advisers (both agricultural and home) are annually sent to other countries to widen their views and experiences.

Those who are sent for overseas training ordinarily stay at one or two outstanding farms for a period of twelve to eighteen months. The countries with which there is a special agreement for this programme are the United States, Canada, New Zealand, Denmark, the Netherlands, the Federal Republic of Germany and Switzerland.

Training programme for agricultural extension specialists

Induction (orientation) training. An induction training of ten to fourteen days is annually provided for newly appointed specialists (both agricultural and home) by the Ministry of Agriculture and Forestry.

Refresher training. Refresher training on new techniques and current problems is also provided by the Ministry of Agriculture and Forestry.

Seminar-type training. This is also organized by the Ministry of Agriculture and Forestry. However, unlike other types of training, it is mostly conducted through discussion after an exchange of individual research results.

University training. Extension specialists are also given a chance to study at one of the national universities in order to deepen their major fields. The duration of the training programme is six months.

*Agricultural training through mass media (*Hoso-riyo-nomin-kyoiku*)*. The need to organize the groups of youth and adults who listen regularly to the radio and television farm programmes was fully appreciated and effects in this sense have been made by the Ministry of Agriculture and Forestry and the NHK (Japan Broadcasting Corporation) over the last twenty years. In order to encourage individual and group listening, as well as to ensure the effectiveness of the programmes, a textbook is annually prepared by extension specialists and the staff of the NHK. In addition, regular meetings of group listeners are conducted at community, district, prefectural, and national level with the strong support of the extension service and the NHK in order to follow-up or confirm results or to give listeners an opportunity to exchange their views and experiences.

Terminology in agricultural education and training

Adult education courses *(Seijin-kyoiku-kosu)*, 12, 47–9.
See also Classes for home (family) education, Classes for the elderly, Women's classes
Advanced course of agricultural upper secondary school *(Nogyo-tokubetsu-senko-ka)*, 26, 31–2
Advanced agricultural training institute *(Koto-nogyo-kyoiku-shisetsu)* 18, 50, 53, 55–6
Agricultural adviser *(Nogyo-kairyo-fukyu-in)*, 18, 57–9
Agricultural experimental station, 13, 43
Agricultural extension service, 18, 50–9
Agricultural extension specialist *(Nogyo-senmon-gijutsuin)*, 18, 57, 59
Agricultural groups *(Nokai)*, 13
Agricultural guidance service *(Nogyo-shido-jigyo)*, 13, 18
Agricultural junior college *(Nogyo-tanki-daigaku)*, 14, 16, 17, 33, 38–9
Agricultural high school *(Nogyo-koto-gakko)*, *see* Agricultural upper secondary school
Agricultural mechanization training centre *(Nogyo-kikai-kunren-senta)*, 50
Agricultural secondary school *(Nogakko)*, 10, 11
Agricultural supplementary school *(Nogyo-hoshu-gakko)*, 11–12, 44
Agricultural teacher training centre *(Nogyo-kyoin-yosei-sho)*, 10, 43–4
Agricultural technician, 13
Agricultural training through mass media *(Hoso-riyo-nomin-kyoiku)*, 59
Agricultural upper secondary school, 14, 16, 24–32
Apprenticeship training *(Itaku-jisshu)*, *see* On-the-job training

Bachelor's degree *(Gakushi)*, 41
Bachelor's degree in agricultural science *(Nogakushi)*, 41
Board of Councillors *(Hyo-gi-kai)*, 37
Boys' club *(Shonen-no-i-e)*, 15

Central Council of Education for the Minister of Education *(Chuo-kyoiku-shingi-kai)*, 37
Children's cultural centre, 15
Citizen's meeting hall *(Komin-kan)*, 15, 48
Classes for the elderly *(Kohreisha-gakyu)*, 15, 48
Classes for home (family) education *(Katei-kyoiku-gakkyu)*, 15
Community library, 15
Correspondence (education) course *(Tsushin-kyoiku)*, 15, 24–5, 26, 48–9, 58
Course of study *(Gakushu-shido-yoryo)*, 19, 22, 27–8

Dean *(Bucho)*, 37
Faculty of Agriculture *(No-gaku-bucho)*
Doctor's degree *(Hakushi or Hakase)*, 42–3
In agricultural science *(Nogaku-hakushi)*

Elementary (school) education *(Sho-gakko-kyoiku)*, 9, 13, 14, 16, 17, 19–21
Evening course *(Yakan-sei)*, 25, 33
See also Part-time system
Extension adviser *(Fukyu-in)*, *see* Agricultural adviser
Extension Office *(Fukyu-sho)*, 18, 23, 51
Area Extension Office *(Chiku-fukyu-sho)*, Local Extension Office *(Choson-fukyu-sho)*
Extension specialist *(Senmon-gijutsuin)*, *see* Agricultural extension specialist

Facilities for promoting rural youth club activities *(Noson-seinen-katsudo-sokushin-shisetsu)*, 50
Faculty assembly *(Kyoju-kai)*, 37, 42
Farm youth training centres *(Noson-seinen-kenshu-kan)*, 50
Farmers' training *(Nomin-kyoiku)*, 9, 18, 50–7

Full-time course *(Zenjitsusei-kosu)*, 24, 26
Fundamental education law *(Kyoiku-kihon-ho)*, 13

Graduate schools in agriculture *(Nogaku-kei-daigakuin)*, 35–8, 41–3

Higher agricultural technical school *(Koto-nogyo-senmon-gakko)*, 10, 44
Higher education *(Koto-kyoiku)*, 17, 31
High school *(Koto-gakko)*, *see* Upper secondary school
Home advisers *(Seikatsu-kairyo-fukyu-in)*, 18, 57
Home improvement extension specialist *(Seikatsu-kairyo-senmon-gijutsu-in)*, 18, 57
Home project (method), 18, 29
See also Supervised farming programme

Induction training (orientation) *(Shin-nin-sha-kenshu)*, 58, 59
Industrial arts/home-making, 22
Informal farmers' training *(Hi-keishikiteki-nomin-kunren)*, 18, 51
In-service training *(Genshoku-kunren)*, 18, 45, 58–9
Institutional farmer training *(Shisetsu-riyo-nomin-kyoiku)*, 18, 50–6
Itinerant instructor *(Junkai-kyoshi)*, 13

Japan Scholarship Foundation *(Nippon-ikuei-kai)*, 38
Junior college *(Tanki-daigaku)*, 14
See also Agricultural junior college
Junior secondary school *(Chu-gakko)*, *see* Lower secondary school

Law for the promotion of youth classes *(Seinen-gakkyu-shinko-ho)*, 46
Law for school education *(Gakko-kyoiku-ho)*, *see* School education law
Law for social education *(Shakai-kyoiku-ho)*, *see* Social education law
Law for the improvement and promotion of agriculture *(Nogyo-kairyo-jocho-ho)*, 18, 56
Lifelong education *(Shogai-kyoiku)*, 15
Lower secondary school *(Chu-gakko)*, 13, 14, 21–4, 47, 51

Master's degree *(Shu-shi)*, 42
Master's degree in agricultural science *(Nogaku-shshi)*, *see* Master's degree
Middle-school education *(Chu-gakko-kyoiku)*, 10
Ministry of Agriculture and Commerce *(No-sho-mu-sho)*, 9
Ministry of Agriculture and Forestry *(No-rin-sho)*, 9, 14, 16, 53, 57–9
Ministry of Education *(Monbu-sho)*, 9, 11, 14, 15, 16, 19, 21, 25, 26, 31, 37, 40 41, 45, 48
Ministry of Interior *(Naimu-sho)*, 9
Miscellaneous school *(Kakushu-gakko)*, 14, 21

National farmers' academy *(Nogyosha-daigakuko)*, 18, 50, 53, 55–6
National training institute for social education *(Kokuritsu-shakaikyoiku-kenshu-sho)*, 15, 49

On-the-job training *(Genba-jisshu)*, 28
Orientation training *(Shin-nin-sha-kenshu)*, *see* Induction training
Overseas training *(Kaigai-kenshu)*, 45, 58–9

Part-time system *(Teiji-sei)*, 24–5, 26, 28, 31
Practical training in an advanced agricultural area *(Sershinchi-ryugaku-kenshu)*, 58
President *(Gakucho)*, 37
Primary education *(Shoto-kyoiku)*, *see* Elementary (school) education

Radio farm programme *(Noji-hoso)*, 59
Refresher training *(Saikyoiku)*, 45, 58, 59
Research fund *(Kenkyu-hi)*, 38

School education law *(Gakko-kyoiku-ho)*, 13, 26, 40
School extension course *(Gakko-kokai-koza)*, 15, 48
Seasonal course *(Kisetsu-teiji-sei)*, 25
Self-learning, 29, 30
Six-three-three-four system *(Roku-san-san-yon-sei)*, 13
Social education law *(Shakai kyoiku-ho)*, 13, 15, 48
Special courses *(Bekka)*, 25, 26
Special educational activities *(Tokubetsu-kyoiku-katsudo)*, *see* Self-learning, Student club activities
Special schools for the training of potential farmers *(Nogyo-jieisha-yosei-gakko)*, 25
Standards for the establishment of junior colleges *(Tanki-daigaku-setchikijun)*, 38

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Standards for the establishment of universities *(Daigaku-setchi-kijun)*, 37
Student club activities *(Seito-kurabu-katsudo)*, 29, 30
See also Special educational activities
Supervised farming programme *(Jitaku-nogyo-jisshu)*, *see* Home project (method)

Teachers' college for youth schools (*Seinen-shihan)*, 44
Teaching certificate *(Kyoin-menkyo-sho)*, 44
Teacher-training centre for youth schools *(Seinen-gakko-kyoin-yoseisho)*, 44
Technical college *(Kogyo-koto-senmon-gakko)*, 14, 17
Television farm programme *(Television-noji-bangumi)*, 59
Training of extension leaders *(Fukyu-in-kenshu)*, 51, 56–9
Training for specialized agriculture *(Tokugi-kenshu)*, 58
Training institute for extension advisers *(Fukyu-shokuin-kenshu-shisetsu)*, 57
Tsukuba university complex *(Tsukuba-gakuen)*, 37

Unesco association movements *(Unesco-kyokai-katsudo)*, 15
University *(Daigaku)*, 9, 10, 11, 13, 14, 16, 17, 33–8, 40–4, 58, 59
See also Higher education
University chartering council *(Daigaku-setchi-shingi-kai)*, 37
Upper secondary school *(Koto-gakko)*, 13, 14, 24–31, 47, 48

Vocation and home-making *(Shokugyo-katei)*, 22, 23
Vocational education *(Shokugyo-kyoiku)*, 43
Vocational supplementary education *(Jitsugyo-hoshu-gakko)*, 10, 12, 20–1
See also Agricultural supplementary school

Women's classes *(Fujin-gakkyu)*, 15, 48

Young farmer's training farm *(Nogyo-keiei-denshu-nojo)*, 18, 23, 50, 51–2
Youth association *(Seinen-dan)*, 12, 15, 47
Youth classes *(Seinen-gakkyu)*, 15, 23, 46–7
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